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Who am I?

ENGLISH HOME LANGUAGE

Who am I?

EDUCATOR SECTION

Memorandum

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Learners practise those letters which they do incorrectly and the educator re-teaches these.

integration of themes

- a healthy environment

Discuss whether foxes contribute to a healthy environment or not? Give reasons for farmers wanting to eliminate them.

- human rights

All family members have rights and each one needs to be respected in the home.

social justice

Compare living conditions, rules etc. in the story of 'Anati' to their own. What are the similarities and differences?

- inclusivity

What are Anati and her family deprived of? Why? Discuss what can be done to resolve the issues.

LEARNER SECTION

Content

Who am I?

Hello, I am

This is my family

My address is

The name of my school is

I like to play with my friends every day after school. My favourite game is

After playing I have to do my homework. Then it is time for supper.

After supper, I

LO 4.3.1		LO 4.5.2	
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- Draw a picture of yourself having supper with your family.



I love my family very much. We can have fun together.

When we, I feel
very happy.

I feel sad when
.....
.....
.....

.....
.....

LO 4.2.1	
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Bob the Fox

Bob is a fox. He lives in the woods with his family. Bob has lots of brothers and sisters. There are ten children altogether. One day his dad went to get supper. He came back with a big fat hen.

“We will eat well tonight, my children!” he said.



The next day the farmer was cross. He took his gun. He wanted to find Bob's dad.

Mum was sad. “Oh no! Children you must run and hide!” Luckily Bob had a plan!

When the farmer came to the woods, he saw a fox next to a tree. He wanted to shoot it. The fox said, “You can’t catch me !” and ran away.

The farmer ran after him. Suddenly he saw the fox behind a log. He lifted his gun to shoot. The fox said, “You can’t catch me!” and ran away.



The foxes began to appear everywhere. The farmer did not know where to shoot. He went home. He was cross because he did not shoot the fox. Bob and his family were so glad.

LO 2.4.1		LO 3.3.1		LO 3.3.3		LO 3.4.8	
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Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions

2.4.1 initiates topics in group discussions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.1 reads with increasing speed and fluency;

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises an increasing number of high-frequency sight words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner writes for different purposes:

4.2.1 writes drafts and short texts for various purposes:

Assessment Standard 4.3: We know this when the learner revises writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.2 spells common words correctly.

Who am I? - Little fox

ENGLISH HOME LANGUAGE

Who am I?

EDUCATOR SECTION

Memorandum

Educator's Page

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social justice

Compare living conditions, rules etc. in the story of ‘Anati’ to their own. What are the similarities and differences?

- inclusivity

What are Anati and her family deprived of? Why? Discuss what can be done to resolve the issues.

The story can be used in the beginning of the year to get to know the learners and for the learners to get to know each other. A class discussion will get the ideas going and can serve to build up vocabulary that they might need to make their sentences. It also serves to sensitise you to any difficult family situations.

(Class discussions fulfil LO 2 : contributions to discussions and taking turns)

Encourage the learners to sound out and break up words, e.g. fam-i-ly; to-ge- ther. They can also read this for assessment purposes.

The following story has many three-letter blends and can serve as an early assessment tool. Follow-up the story of Bob the fox with revision of the single sounds and vowels. The learners can also make up their own sentences using words from the phonic games (p. E-3) and write them on folio.

Use these words in writing lessons to reinforce the spelling patterns. If the learners have not done capital letters in Grade 1, the correct letter formation must be taught this year as well as reinforcing correct formation of lower case. The correct formation is enclosed, as well as recommended sequence for upper case. A formal writing lesson can be included on folio as often as is necessary for your class. Bear in mind that some activities will lend themselves to writing practice, e.g. revision of phonic blends or re-writing their story (last activity in this module).

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The following poem can be read for pure listening pleasure, although children might enjoy dramatising it.

Revise the vowels, introducing the term “vowels” if the learners do not already know it.

Read the story of the foxes. The story can also be used to assess the learners’ ability to apply their phonetic knowledge, as there are many easy 3-letter words. Let them identify the vowels. They can highlight each of the different vowels in different colours

Play “Spot the odd one out”:

Call out five words, e.g. cat, hat, sat, sit, flat. The learners must listen for the odd one out.

Later in the game make it a little more difficult by changing the final letter: man, bat, sin, bad, has. They can also write down their answers. If you are satisfied with their understanding of the role of the vowel in a word and that they are discriminating between the different sounds aurally, progress to the “sixth” vowel.

First read the story of Mary's Naughty Brothers. Read through first to check for any sight words that your learners may find difficult. Make flashcards of these words and discuss their formation with the learners, e.g. "whole" and "year". They can read the story to each other as a class reading activity in small groups or with you. Work through the comprehension activity and discuss the title and characters. Let them answer the questions. Encourage them to read what they have written as a form of checking and as general reading practice. The story may also be taken home to reading practice.

Question 5 of the activity may be treated as a separate activity, as much discussion can ensue. Learners "read" the pictures to determine the situation and then read the words to find a suitable punishment for the deed.

In a later phonic lesson, introduce the "Y" in its role as a vowel. Remind the children of the sound it makes as a consonant. Then point out the two sounds it can make as a vowel: - silly and by.

Activity.

LEARNER SECTION

Content

LITTLE FOX

Little fox went out on a chilly night

Prayed to the moon to give him light

He'd many a mile to go that night before he reached the town-oh, town-oh

He'd many a mile to go that night before he reached the town-oh

So the fox he ran 'til he came to the pen

The ducks and the geese were put there-in

“A couple of you will grease my chin before I leave this town-oh, town-oh

A couple of you will grease my chin before I leave this town-oh.”

Now, old Mrs Flipperflopper jumped out of bed

Opened the window and stuck out her head

Cried “John John the grey goose is gone and the fox is on the town-oh,
town-oh

John John the grey goose is gone and the fox is on the town-oh.”

Little fox he ran ‘til he came to his den

And there were his little ones eight nine ten

They said, “Face it Dad, you better go back again ‘cos it must be a mighty
fine town-oh, town-oh

Face it Dad, you better go back again ‘cos it must be a mighty fine town-
oh.”

LO 1.3	
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Mary’s Naughty Brothers

- Do you think your brothers and sisters are naughty?
- Read the story of Mary and her naughty brothers.

My name is Mary. I live in a big house with my mom and dad and my two brothers. They are so naughty. My mom has to shout at them a lot. One day

they hid Daddy's keys. He was late for work. I think he wanted to smack them. But Mom said that they must wash his car for him. Dad said they must do it for a whole year.

Mom takes us to school. She does not go to work. She works in the house at home. I help her when I get home from school. We cook supper together. My brothers don't help us. They just make a mess.

Mommy says she will just lie in bed one day to see what happens.



LO 3.2.1	
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How well did you read?

Remember to begin sentences with a capital letter and end with a full stop.

1. Who are the characters in the story? Write their names in the circle and the name of the main character in the middle.

SORRY, THIS MEDIA TYPE IS NOT SUPPORTED.

LO 3.2.1		LO 4.6.2	
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1. What did the two boys do?

They

.....
.....

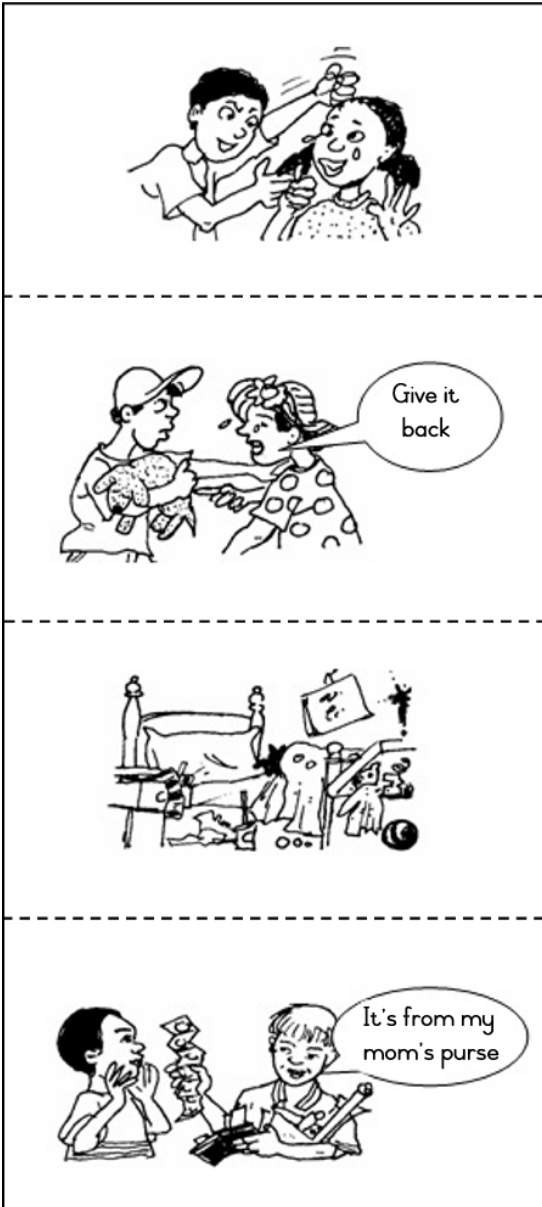
2. What happened to Dad because of what they did?

.....
.....

3. Do you think Mom chose a good punishment? Try to think of a better punishment, so that the boys will not hide the keys again?

.....
.....

4. Choose a suitable punishment for each naughty deed. Draw a line from the naughty action in the left hand column to a suitable punishment in the right hand column.



Mom says, "You may not go out to play until the room is tidy."

Mom makes the brother apologise and shake hands.

Mom says, "No more pocket money until the money is paid back and I'll eat the sweets you bought."

Mom says, "Pack all the toys away until you can learn to share."

LO 1.3.6		LO 4.1.1		LO 4.1.2		LO 5.2.1	
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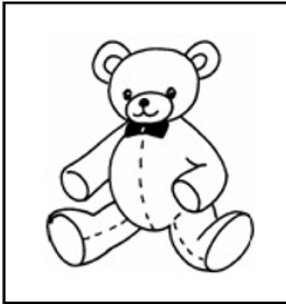
Let's look at words

Remember the vowels A E I O U. Sometimes Y has to work as a vowel too. Find the words that end in “y”. Y does not make the same sound as when we begin a word like YOU. What is the sound it makes in the words you have found. List them in the box below.



Look at **boy** and *key*. They end in “y” but the “y” does not have the same sound. Can you think of a word to rhyme with each one?

The picture will help you.



.....



.....

LO 3.4.5

☺ Try to think of some more words that end in “y” like naughty.

Here are some clues:

1. At bedtime I like to listen to a s .
2. If I hurt someone, I must say s .
3. When my room is in a mess, my mom says

“T up!”

LO 3.3.3

LO 3.4.5

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding:

1.3.6 expresses feelings about the oral text, giving reasons;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 reads a story on own or with the teacher;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 recognises single consonants spelled with two letters (consonant digraphs);

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 reads a variety of texts for enjoyment such as magazines, comics, non-fiction books.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.3 uses homophones with increasing accuracy;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning (e.g. such as cause and effect).

Who am I? - Pnati

ENGLISH HOME LANGUAGE

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Activity.

LEARNER SECTION

Content

Anati

Anati is a Xhosa boy who lives near Lady Frere in the Transkei. His village is about a half-hour's walk from Lady Frere. People travel to and from the town by taxi, but the children often walk to school. Those who live on the farms further away also walk to school. Anati is lucky because his house lies opposite the school. In the past five years electricity and running water have been brought to the area but not all households can afford to have the water piped to their houses and they make do with an outside tap. There is not much work in the area and wages are poor. Many families have at least one member working in the city and the grandparents help to look after the children.

Anati woke up. His mother was calling him to go and fetch the water. He tried to pretend that he didn't hear but she was most insistent and he had to go out into the cold morning air. The tap was outside the house because his mom could not afford anything else. There was no grass, so the path was muddy and slippery. On the way back to the house with the bucket full of water, he slipped and spilled the water. He had to go back and fill the bucket again. His mother scolded him for taking so long. Anati could have cried, but he was really too old to cry over silly things like that.

Lisa, his sister was still asleep. He began dressing, while his mom heated the water. He finished dressing and got his own breakfast. Lisa stretched and yawned. She was in Grade 1. They were given breakfast at school, so she was able to sleep later and dress while he was having breakfast. It was not fair.*

The day did not get any better. His homework book was not signed and he was caught talking in class. At break he discovered he had left his lunch at home and no one wanted to share with him. Lisa saw him and gave him a sandwich. He still wanted to be cross with her, so it was horrible to have to thank her. *

After school he rushed home to say goodbye to his mother. She was on night duty at the hospital in town. She would be catching the taxi into town. His father worked in the big city and he only saw him once a month. Mom was waiting for him. "You have to look after Lisa today. Granny is not feeling well." "But, Mom, it's soccer practice. The coach is choosing the team for Saturday," Anati cried.

Mom was sympathetic. "Can't you just take Lisa with you? I have to go back to work and I can't take Lisa there."

"I always have to look after her! It's not fair. She never listens to me and the other guys will tease me. I'll be the only one with a little sister following me around."*

"I'll speak to her." said his mother. "She must also be more responsible now that she is in Grade 1. When you come home, go past Granny's house."

Make sure she has everything she needs; water and candles (in case the electricity fails) and she can check your homework for you.”

Lisa trailed after Anati. She hated watching the soccer. She would rather play outside the house with her friends. No one had a fence around their house, so all the children played together. She did not understand why she couldn't just stay and play outside their house. Anati also thought that was a good idea, but his mom was so fussy and never let her play there unless she knew there was an adult in the area.

Pretty soon Anati was involved in his soccer game. He concentrated hard and soon forgot about Lisa and all his morning's worries. Lisa was bored. The school was just across the road from their house. She could see her friends playing. They were skipping. It was so close. Lisa jumped up. Anati would never miss her. She ran to join her friends. *

At the end of the practice, the team was announced. The players raised “High Five “ and punched the air. Anati looked around to share his success with Lisa. She was not there. Frantically his eyes swept the field - no sign of her. He began to trot off in search of her.

The coach was dismissing the boys. “.....and all those involved in Saturday's game stay behind to discuss..... Hey Anati! All those involved in Saturday's game need to stay behind.’

“Yes sir. I....” Anati hesitated. He looked back, still searching for Lisa. “It's just I have to look for my sister. I'm sorry ,sir. Maybe you'll have to choose someone else.” He raced away, all thoughts of soccer driven from his mind. Where was Lisa? All he could see was her little round face, a little sad, as she offered him her sandwich that morning.

He looked around the school buildings in case she had wandered in that direction. Then he crossed the road and went to their house. It was nearly five o'clock and getting dark. There were still lots of children playing in the ground in front of the houses and a few were gathered round puddles, playing in the mud. Just then he heard his name called and as he turned a mud ball hit him on the chest. Lisa's familiar laugh rang out loudly. “Got you !”

Anati stared at her a few seconds. “What a relief!” he thought. Then before he could stop himself he ran up to her and gave her a fierce hug.

“Sometimes, little sister, I could just kill you!” Out of the corner of his eye he saw the coach’s car pulling out of the school grounds. He ran to the road and waved him down as he drove past.

“Coach, I’m sorry, but I just had to check on Lisa.”

“ I’m sorry too, Anati. Teams depend on loyalty and discipline.” The coach saw how disappointed Anati was. ”You can be on the bench on Saturday. I can see that you’re very loyal to your sister - now just do the same for your team.”

At least he was still a reserve! Lisa joined him at the car. And the coach added,

“Your brother loves you very much. I hope you’ll come and support him when he plays for our school and please stay and watch until the end!”

Anati and the coach laughed and Lisa looked a little embarrassed. The coach drove away. Lisa reached for Anati’s hand and this time he held it tightly and together they walked to their grandmother’s house.

LO 1.1		LO 1.3	
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How well did you listen?

- Number the pictures to show the correct sequence of the story.



LO 1.2		LO 1.3.7		LO 2.4.2		LO 5.2.1	
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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively to questions, instructions and announcements, and responds appropriately:

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions

2.4.2 takes turns and asks relevant questions;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning (e.g. such as cause and effect).

Who am I? - Dad's tough day

ENGLISH HOME LANGUAGE

Who am I?

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Compare living conditions, rules etc. in the story of 'Anati' to their own. What are the similarities and differences?

- inclusivity

What are Anati and her family deprived of? Why? Discuss what can be done to resolve the issues.

Educator's Page

After the first reading let the children complete the sequencing activity.

In a follow-up lesson read through it more slowly. Ask for the names of the characters in the story. Stop at the asterisks and discuss the issues that have arisen, e.g. fairness -

WHAT DO YOU THINK? Questions for discussion:

Do you have to look after your brother or sister?

Do you think it was fair of Anati's mother to make him take his sister to the soccer practice?

What did your mom/dad ask you to do that were not fair?

(Learners must describe the context of the situation, why it was unfair and how the situation was resolved. Prompt them by asking simple questions - what happened? Who was there? Who did what? What happened next?)

LO. 2

In a second lesson continue with the story, explaining any foreign concepts or terminology. Let the discussion consider the cause and effect of the events that develop, e.g. why does Anati resent his sister? Therefore he behaves unkindly towards her. Why doesn't he want to look after her in the afternoon? And so what does he do? Because he forgets about her, what happens?

When the learners answer, encourage them to speak in full sentences and prompt with simple questions so that their explanations can flow. If they have battled to explain a feeling and have only done so with the help of your questions, summarise their answer in a few short sentences so that they hear how to express themselves and the others benefit from hearing the short, precise version.

Read through the next story again. Check first to see if there are words that are unknown to the children in your class. Introduce these words first. They can illustrate and build their own sentences with these words before attempting the story. Use folio for this activity.

Before beginning the story, discuss all the things that their mothers usually do to make the home run smoothly. Ask them what happens if Mommy is ill.

Brainstorm ideas with the class. Encourage the learners to use humour – maybe they could add a sentence, e.g. “My cat had to wash the dishes and she hates water.” Then draft the story using the writing frame, correct spellings and punctuation. Let the learners read their stories to a small reading group - discuss and then write the final version to publish and choose an appropriate title. When they “publish” their stories let them write them out nicely and decorate their page. It could perhaps be their “writing

lesson” for that week. As they are just copying, they can concentrate on correct formation of letters and punctuation. Read the story out loud to the class.

Let the learners illustrate their ideas.

LO 4.1.1

LEARNER SECTION

Content

Dad’s Tough Day

- Read the following story:

Look at the picture. Mom is lying in bed. Dad is dressing. Why is he saying ,“Yes, dear?” Read on and find out.



Mom would not get out of bed. “I’m not getting up today,” she said. “Very well, dear,” said Dad. He went to wake the children.

“Mom is not well. You must dress for school.”

“I don’t want to,” said Kim.

“Well, you have to,” said Dad.

“I want breakfast,” said Amy.

“What do you want?” said Dad.

“Mom lets us have chocolate,” said Kim



Dad looked tired and it was only seven o’clock.

“That’s fine,” he said.

“I don’t want to go to school,” said Amy.

Maybe Dad would just let them stay at home.

No such luck! But they were very late.



When they got home, Mom was still in bed.

“Are you getting up now?” asked Amy

“No,” said Mom.

Amy and Kim had to make the supper. It was not very good. Amy made messy jam sandwiches and Kim made messy ice cream. Dad did not eat much. They went to bed. Dad had to clean the kitchen.



The next morning, Dad said, “I’m not getting up today.”

LO 3.3.3	
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- How well did you read?
1. Who are the characters in the story?
- The characters are
-
-
-

2. Who would not get out of bed?

.....

Why do you think she wouldn't get out of bed? She

.....

.....

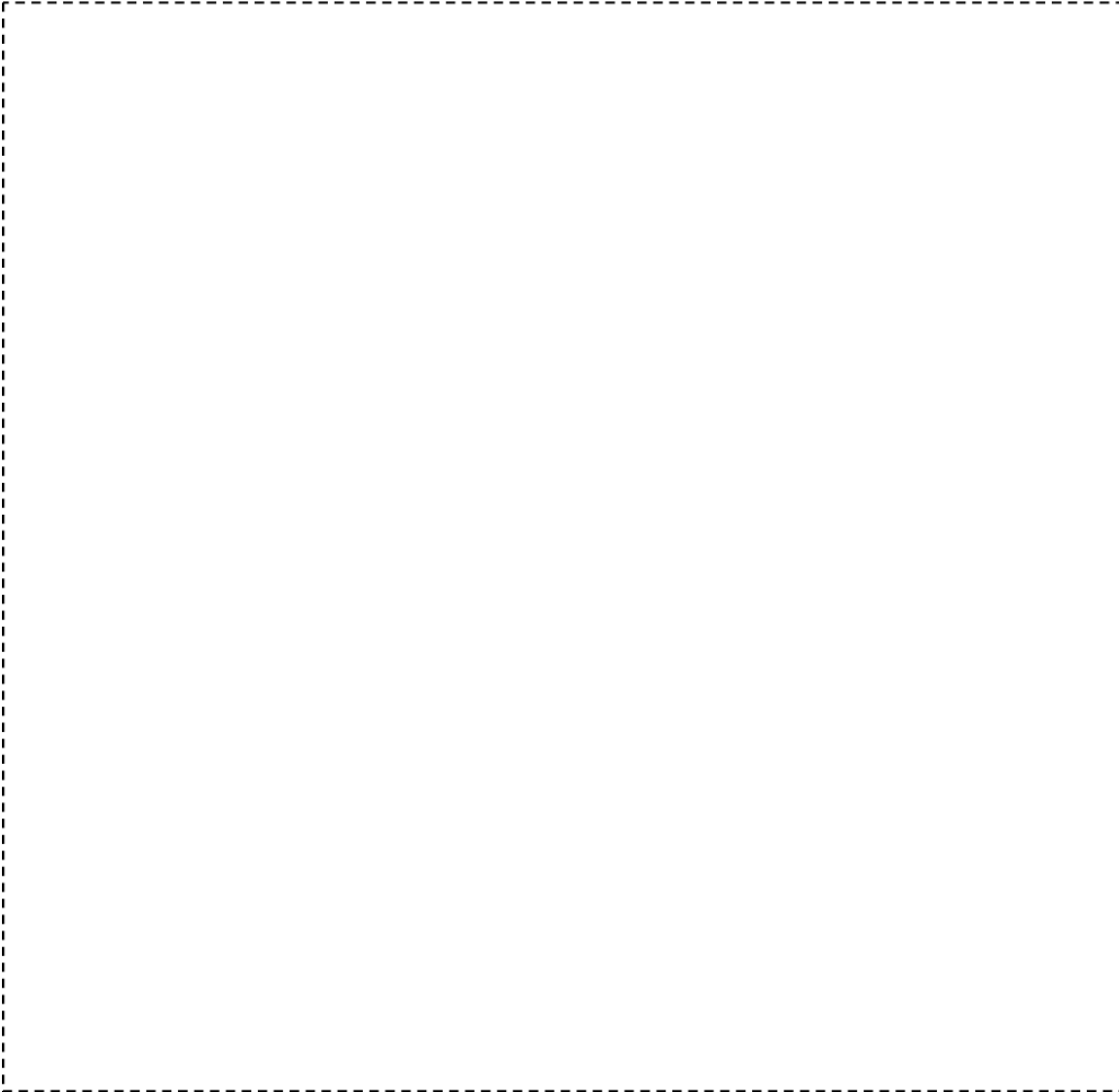
.....

3. What did Kim and Amy make for supper?

.....

.....

4. What do you think will happen when Dad stays in bed? Draw a picture to show what you think will happen and write a sentence about your picture.



LO 2.4.7		LO 3.4.8		LO 4.6.2	
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Just imagine.....

Imagine that your mother stayed in bed. What would you do? Think of all the things that your mother does. Do you think your dad will be able to do them as well as his own job? Write a story about what happened the day your mom stayed in bed.

Begin like this:

One day Mom was not well. “I’d better stay in bed today,” she said. Dad had to make the breakfast. He

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I had to

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My brother had to

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Next time I hope

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LO 2.4.1		LO 4.1		LO 4.6.1	
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Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions

2.4.1 initiates topics in group discussions;

2.4.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises an increasing number of high-frequency sight words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing;

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions:

4.6.1 uses writing frames that show different kinds of sentence and text structures;

4.6.2 uses basic punctuation (capital letters and full stops).

Message in a bottle - A message in a bottle

ENGLISH HOME LANGUAGE

Message in a bottle

EDUCATOR SECTION

Memorandum

To the educator:

Read through the story and make flashcards of any new sight words. Read through with the class, discussing any new concepts.

- Look at the map again. Get the learners to examine the writing on the note.
- Prepare the comprehension with the children and then let them answer the questions. You may decide that they need not answer in full sentences, as the aim of the task is the comprehension.

Who is Lisa? Child or adult? Why do they say so? What is wrong with it?

Discuss the punctuation. On folio they can correct the message remembering the capitals for the beginning of a sentence, the use of I, and for a name of a person or place. Give a few other sentences for the learners to practise. They can also make sentences with their phonic words. Remind them to use the correct punctuation each time. (LO 4)

In a later task, when they write their own message, remind them again of the correct use of punctuation.

- When doing the phonics, the learners can also make a list of the words to practise at home.

- Let them read the information about rock pools. This would be what fascinated Susan. It is also an exercise in non-fiction writing. Introduce the term to them.

Then read the following poem. Ask them which 'story' they could believe. What 'clues' are there to show that the poem is fiction?

Discuss the vocabulary, especially unusual words, e.g. 'knackered' (very tired); 'encore' (French for more); 'rave' (slang for 'party').

Discuss what they think they might find if they went down a tunnel and ended up deep under the sea.

- Let the learners work in groups to brainstorm ideas for their lists or even compile the lists. Remind them of the factors they must take into consideration. What will they need if they have to go away for two days? How much food do they need for two days? What are the "right clothes"? These are listed for them and serve to remind them what they must take and as a checklist against which they will evaluate their lists when they have finished.

They must also remember that a list is concise. They must only write sentences if they have thought of something special that they think has not been included as a basic requirement and which needs the reason for its inclusion, as stated in the task.

When the list is complete they must evaluate their own work in terms of the stipulated requirements. If they remembered that whatever they took had to last two days, e.g. they are prepared to spend the night away, then they tick the smiley face. If they haven't remembered this, then they need to tick the sad face. If they have remembered a torch or matches, they will tick the smiley face next to "It will get dark".

When the lists are shared with the class, they will realise that different items could have been included. Let them re-evaluate their lists in terms of their "new" knowledge.

When writing the note to their parents in the next task, remind them that this is only a story, therefore they children can wander off on “Mission Impossible”. However, they must still try to allay parents’ fears and explain where they are going so that the parents needn’t be too concerned.

Listening Skill : LO 1

First discuss the map and point out the different features: the island, the beach where Paul and Susan are, the light house, rocky outcrop in the ocean, the island with beaches marked, the oddly shaped trees and rocks, pathways and cave. Draw their attention to the starting point. As you read, let the children trace the “journey” on their maps.

Paul and Susan live at a seaside town. They are quite used to spending time on the water in a small boat with an outboard motor. Naturally this is removed when not in use. The boats are pulled up onto the beach and overturned so that rainwater will not collect in them. Paul and Susan are usually supervised when handling the boat but would know general safety rules and be able to handle the boat on their own. This is how they managed to rescue Lisa.

After leaving a message for their parents, Susan and Paul hurried back to the beach. There were two sections to the beachfront. There was the small rocky beach where they had played and found the bottle. Further along there was a small bay and a place where the fishing boats came in. There were also a few boats that belonged to some of the people who came to the beach on weekends. Amongst them was their boat, which they often took out on weekends when their father was home, but they were not supposed to go out on their own. However, today they had to ignore the rules. Together they fetched the motor from the shed and carried it down to the edge of the sand.

“ This is a sort of emergency, “ said Paul. Together he and Susan pulled the boat down to the edge of the sea and into the water. They fitted the motor. Luckily, the sea was calm and the boat rocked gently on the little waves.

“Right. Check the map. There’s the lighthouse and there’s that group of rocks. If we go between the two we should soon see this island. It can’t be

too far because she can see the lighthouse. .

Susan stowed their supplies in the locker and Paul started the motor. Soon they were between the lighthouse and the rocks.

“Can you see anything?” he asked. Susan raised her binoculars and looked around.

“No, not a thing! And we can’t go any further unless we see the island, because we don’t know which direction to take! What are we going to do?” she said.

“Let me have a look.” said Paul

“Fine. Oh, wait...there! There’s something now. Yes, it must be. It’s the island!”

Susan passed the binoculars to Paul. He also struggled to see the island at first but then managed to focus on something that had to be the island.

“That’s it!” he cried excitedly. “Lisa, here we come!”

After a while, they were much closer and the island appeared bigger. They didn’t need to use the binoculars. They began to make out trees, grass and rocks.

“ We have to look out for a small beach on the side facing the lighthouse. There is also this large odd-shaped rock. She says it looks like the head of a rhino,” said Susan.

Paul headed for the beach and they cruised slowly along examining all the rocks. None of them looked like a rhino.

“ There must be another beach. It is quite a big island,” said Paul

“ Well, I hope we find something soon. I’m hungry,” said Susan.

“ Right, we’ll just go around this bend and then I think there’ll probably be another beach. We can stop there and have something to eat.”

“Good idea!” Susan opened the locker and took out their supplies. She also had towels, which they could use as a picnic blanket. Paul steered the boat into the little bay and soon they were pulling it up the beach so that it wouldn’t float away while they had their lunch.

Susan unpacked their sandwiches while Paul looked around. Suddenly he turned to Susan.

“Where’s the map? Look at that tree! Wasn’t there a huge palm tree bending right over?”

“Yes,” said Susan. “Here it is. But where’s the rock? Oh look. It only looks like a rhino if you see it from this side. Lisa wouldn’t know that it looks completely different from the sea side.”

“So this is it!” Paul was delighted. “Where do we go from here?”

“Uh ... let’s see. There should be a path leading up to a cave.” Susan paused with her finger on the map. She looked around. The bushes grew very close together and there was no pathway to be seen,

“Yes, there it is, or at least I think it is,” said Paul. “I’ll go and see.”

“No!” Lisa almost shouted. “ Don’t leave me here by myself. I’m coming too.”

They packed up their food and made their way towards the thick bush. Sure enough there was a narrow path leading up a short slope. At the top of the slope they could see a rocky outline.

“ The cave!” said Paul

“Lisa! Lisa! “ Susan called out. “We’ve come to rescue you!”

There was no answer. They climbed the slope and peered into the cave. Somebody had been staying there. They could see a blanket folded neatly and someone had swept away the sand to make a smooth place to sleep.

“Maybe she has already been rescued,” said Paul

“Nooo,” said Susan thoughtfully. “It looks like she is coming back. It’s too neat.

What’s that noise?”

Suddenly the children were scared. What could it be? Everyone knew that the island was uninhabited by people, but what kind of animals were there? They huddled close together. Then someone stepped into the cave, gasping in surprise as she saw them.

“Who? What?”

“Lisa!” exclaimed Susan.

“How...?? You found my message? I can hardly believe it!” Lisa began to cry. She was so relieved to be found.

The children explained how they had found her note and came at once. Lisa told them how she had fallen off her family’s yacht in a storm. Her family was sailing around the world and now she didn’t know where they were or what had become of them. She thought she had been on the island for two days.

It was dark by now and they decided to sleep in the cave on the island and go back to the mainland the next day.

“What an adventure!” thought Susan as she snuggled up to her brother.

“What will our friends say when we tell them what had happened?”

L.V.

1. Explain any difficult concepts, e.g. why Lisa could see the shape of a rhino from the cave while they could not see it out at sea. Have one learner stand in front facing the class. Standing behind him you can see only the back of his head, but the other learners can see his face. This would be the same for Lisa and the children.

Discuss any difficult vocabulary.

2. Look at Susan's last sentence. Discuss what would happen when they take Lisa home.

Then ask the children to consider: Do they think Lisa will find her parents? What could have happened to them? Remind them that they would naturally want to find her.

Stress that their suggestions must be reasonable and realistic.

Their answers could be evaluated for LO 5, as well as LO 2.

If the answer is completely unrealistic, and doesn't take any known factors into account, it would be rated 1.

If they take into account that Lisa has only been missing for two days and that her parents could have landed elsewhere and are now looking for her - that would be rated 3.

To be rated 5, they would have to have thought of radio contact and that a generalised search would already be in progress.

The children must listen to each other's answers and comment on the likelihood of any of the solutions.

- Work through the planning of the story with the class. Help the learners to develop a logical sequence of events. Let them read the rough copy to a small group. The group members must listen to see if the learner uses the right tense and person. Then they can copy the story neatly and illustrate.

Depending on your time, the stories may be read out aloud to the class or allow learners to swap stories and read each other's silently.

- Introduce the 'th' combination before doing the 'th' worksheet

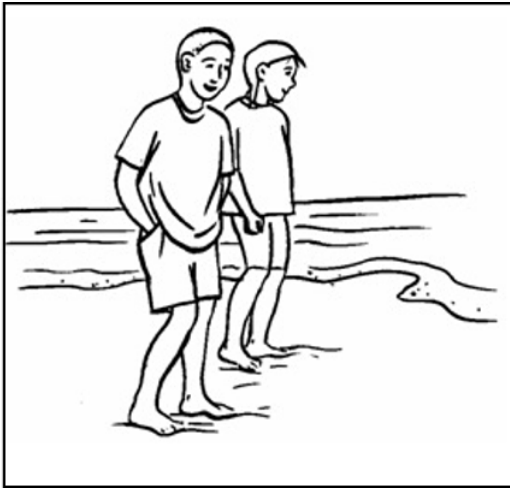
Encourage the children to find out about early writing in different civilisations. Let them tell the class what they have found out or make a small poster about their findings. Some children could also copy out examples of hieroglyphics or cuneiform for display purposes.

LEARNER SECTION

Content

A message in a bottle

Paul and Susan went to the beach. They wanted to find some shells. Susan was looking in the rock pools. She saw lots of little fish and crabs. “I’m sorry I forgot to bring my net,” she thought.



Paul was walking along the beach. He went into the water. The waves splashed over his toes. He saw the green seaweed. He wanted to pick it up.

“Yugh! It’s so slimy!” he said. Then he looked again. There was a bottle in the seaweed!



LO 3.2.1	
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“Susan!” he shouted. “Come and look here!”

Susan ran to him. “What is it?” she asked.

“Look at this.” Paul showed her the bottle.

“So what? It’s only a bottle. People are very bad. They litter everywhere.” Susan wanted to go back to her rock pool.

“No wait. Can’t you see? There is something in the bottle”, said Paul.

Sure enough, the bottle had a cork top and inside was a piece of paper.

“It’s a message in a bottle!” Susan was so excited. “Open it quickly!”

Paul picked the bottle up and struggled to get the cork out. His hands were shaking he was so excited. Suddenly the cork popped out. He shook the

bottle upside down and the paper came out.

This is what it looked like:



"We've got to help!" said Paul.

LO 3.2.1

LO 5.4.1

- How well did you read?

1. Why did Paul and Susan go to the beach?

.....
.....

2. Why did Susan need a net?

.....
.....

3. What did Paul find?

.....
.....

4. Was it easy to open the bottle? Yes/No. Find a word in the story to explain why you think so.

.....
.....

5. Paul and Susan read the message. What do you think they will do now?

.....
.....

.....
.....

6. Find a word which means:

speak loudly -

.....

smooth and slippery to touch -
.....

throw rubbish about -
.....

LO 1.3.7		LO 2.4.3		LO 3.2.1	
----------	--	----------	--	----------	--

Handwriting

- Copy the letters on the line below the example.

Handwriting

Copy the letters on the line below the example.

T T T T T T T T T T

Tt Tt Tt Tt Tt Tt Tt

Total Thomas tall

The thirsty toad tells tales.

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.3.7 works out cause and effect in the oral text.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions

2.4.3 suggests and elaborates ideas;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 reads a story on own or with the teacher;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.2 forms letters clearly and easily.

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.4: We know this when the learner processes information:

5.4.1 picks out selected information from a text and processes it.

Message in a bottle - The Rock Pool

ENGLISH HOME LANGUAGE

Message in a bottle

EDUCATOR SECTION

Memorandum

To the educator:

Read through the story and make flashcards of any new sight words. Read through with the class, discussing any new concepts.

- Look at the map again. Get the learners to examine the writing on the note.
- Prepare the comprehension with the children and then let them answer the questions. You may decide that they need not answer in full sentences, as the aim of the task is the comprehension.

Who is Lisa? Child or adult? Why do they say so? What is wrong with it?

Discuss the punctuation. On folio they can correct the message remembering the capitals for the beginning of a sentence, the use of I, and for a name of a person or place. Give a few other sentences for the learners to practise. They can also make sentences with their phonic words. Remind them to use the correct punctuation each time. (LO 4)

In a later task, when they write their own message, remind them again of the correct use of punctuation.

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“Who? What?”

“Lisa!” exclaimed Susan.

“How...?? You found my message? I can hardly believe it!” Lisa began to cry. She was so relieved to be found.

The children explained how they had found her note and came at once. Lisa told them how she had fallen off her family’s yacht in a storm. Her family was sailing around the world and now she didn’t know where they were or what had become of them. She thought she had been on the island for two days.

It was dark by now and they decided to sleep in the cave on the island and go back to the mainland the next day.

“What an adventure!” thought Susan as she snuggled up to her brother.

“What will our friends say when we tell them what had happened?”

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1. Explain any difficult concepts, e.g. why Lisa could see the shape of a rhino from the cave while they could not see it out at sea. Have one learner stand in front facing the class. Standing behind him you can see only the back of his head, but the other learners can see his face. This would be the same for Lisa and the children.

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Their answers could be evaluated for LO 5, as well as LO 2.

If the answer is completely unrealistic, and doesn't take any known factors into account, it would be rated 1.

If they take into account that Lisa has only been missing for two days and that her parents could have landed elsewhere and are now looking for her - that would be rated 3.

To be rated 5, they would have to have thought of radio contact and that a generalised search would already be in progress.

The children must listen to each other's answers and comment on the likelihood of any of the solutions.

- Work through the planning of the story with the class. Help the learners to develop a logical sequence of events. Let them read the rough copy to a small group. The group members must listen to see if the learner uses the right tense and person. Then they can copy the story neatly and illustrate.

Depending on your time, the stories may be read out aloud to the class or allow learners to swap stories and read each other's silently.

- Introduce the 'th' combination before doing the 'th' worksheet

Encourage the children to find out about early writing in different civilisations. Let them tell the class what they have found out or make a small poster about their findings. Some children could also copy out examples of hieroglyphics or cuneiform for display purposes.

LEANER SECTION

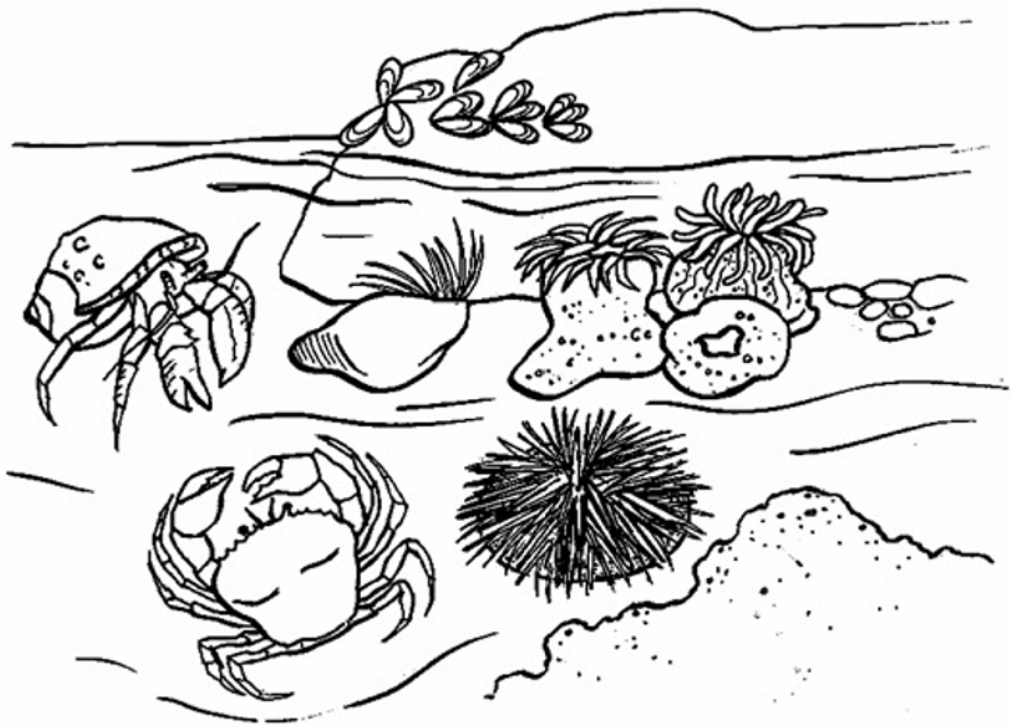
Content

The Rock Pool

I sat looking into the rock pool
And I've waited ever so long
'Cos I saw a crab go into that hole
Something must have gone wrong!
Unless the hole is merely a tunnel
Leading down to his undersea cave
Where all the undersea creatures gather
And regularly hold a deep-sea rave
In the darkest ocean depths, he'll party
With all who live on the ocean floor
And never knowing when the day has ended
He'll keep the band playing by demanding "Encore!"
When he has raved until he is knackered
He'll sleepily make his way back
To a well deserved rest in the rock pool
Which I have been looking at.

L.V.

LO 1.3.6		LO 3.2.1	
----------	--	----------	--



- Why is a rock pool so interesting?
- Read the paragraph below and then label the sea life in the pool.
- Break up the long words:

bar-na-cles; a-ne-mo-nes; clus-ters; mus-sels; a-ni-mals; ur-chins; ten-ta-cles; bot-tom.

A pool in the rocks may have many tiny sea animals. Barnacles cling to the rocks at the edge of the pool. Mussels have smooth purple shells and live

together in clusters on the rocks. In the pool sea urchins are little balls of spikes. The hermit crab lives in a shell that he has found. The sea anemone waits for food to land on it and then its tentacles close over it, pushing it into its mouth. If Susan touched it with her finger the tentacles would try to close over that too! Crabs walk along the sand at the bottom of the pool.

LO 3.5.4		LO 3.4		LO 5.2.1	
----------	--	--------	--	----------	--

[missing_resource: graphics2.wmf]

- The children were looking for shells. Here are some other words that begin or end with “**sh**”. Fill in the “**sh**” sound for each word.
- Try to think of your own words with “**sh**”.



Sh.....



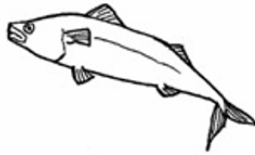
Sh.....



.....sh



Sh.....



.....sh



.....sh



Sh.....



.....sh



.....sh



Sh.....

LO 3.4.2

- Choose the correct “**sh**” words: wash, splash, show.

1. The waves over Paul’s toes.

2. I the dishes for my mother.

3. Paul wanted to Susan the bottle.

[missing_resource: graphics4.wmf]

- Choose the correct word and write it in the space provided:

1. I wash/wach my hair.

2. Susan picked up shells/chells on the beach.

3. We watched the ship/chip sailing by.

4. Shall/chall we have our lunch?

5. She/se is my mother.

- Look at shell and shall. They sound the same even though they are spelled differently. These are called homophones. Make your own sentence with shall and shell to show the difference in meaning.

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LO 4.5.3

- Theeep are grazing in the field.

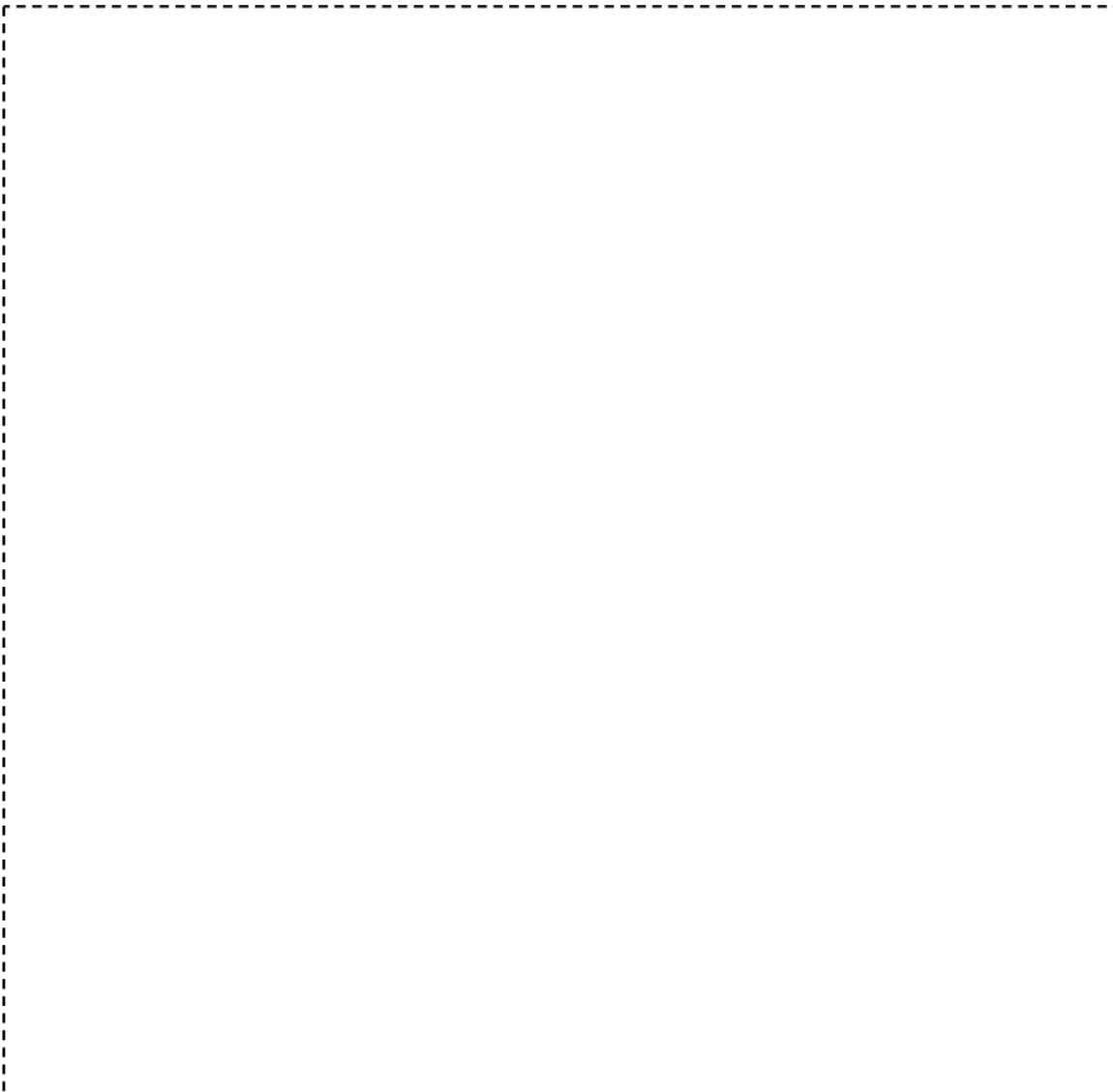
Paul saw a bottle wa.....ed up on
the beach.

I like to eat fi..... and
.....ips.

I wearoes
on my feet.

My favourite meal is sausage and ma
.....

- Draw a picture of your favourite meal:



LO 3.3.3		LO 3.4.2	
----------	--	----------	--

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.3.6 works out cause and effect in the oral text.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions

2.4.3 suggests and elaborates ideas;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 reads a story on own or with the teacher;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.2 forms letters clearly and easily.

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.4: We know this when the learner processes information:

5.4.1 picks out selected information from a text and processes it.

Message in a bottle - "ch"

ENGLISH HOME LANGUAGE

Message in a bottle

EDUCATOR SECTION

Memorandum

To the educator:

Read through the story and make flashcards of any new sight words. Read through with the class, discussing any new concepts.

- Look at the map again. Get the learners to examine the writing on the note.
- Prepare the comprehension with the children and then let them answer the questions. You may decide that they need not answer in full sentences, as the aim of the task is the comprehension.

Who is Lisa? Child or adult? Why do they say so? What is wrong with it?

Discuss the punctuation. On folio they can correct the message remembering the capitals for the beginning of a sentence, the use of I, and for a name of a person or place. Give a few other sentences for the learners to practise. They can also make sentences with their phonic words. Remind them to use the correct punctuation each time. (LO 4)

In a later task, when they write their own message, remind them again of the correct use of punctuation.

- When doing the phonics, the learners can also make a list of the words to practise at home.

- Let them read the information about rock pools. This would be what fascinated Susan. It is also an exercise in non-fiction writing. Introduce the term to them.

Then read the following poem. Ask them which 'story' they could believe. What 'clues' are there to show that the poem is fiction?

Discuss the vocabulary, especially unusual words, e.g. 'knackered' (very tired); 'encore' (French for more); 'rave' (slang for 'party').

Discuss what they think they might find if they went down a tunnel and ended up deep under the sea.

- Let the learners work in groups to brainstorm ideas for their lists or even compile the lists. Remind them of the factors they must take into consideration. What will they need if they have to go away for two days? How much food do they need for two days? What are the "right clothes"? These are listed for them and serve to remind them what they must take and as a checklist against which they will evaluate their lists when they have finished.

They must also remember that a list is concise. They must only write sentences if they have thought of something special that they think has not been included as a basic requirement and which needs the reason for its inclusion, as stated in the task.

When the list is complete they must evaluate their own work in terms of the stipulated requirements. If they remembered that whatever they took had to last two days, e.g. they are prepared to spend the night away, then they tick the smiley face. If they haven't remembered this, then they need to tick the sad face. If they have remembered a torch or matches, they will tick the smiley face next to "It will get dark".

When the lists are shared with the class, they will realise that different items could have been included. Let them re-evaluate their lists in terms of their "new" knowledge.

When writing the note to their parents in the next task, remind them that this is only a story, therefore they children can wander off on “Mission Impossible”. However, they must still try to allay parents’ fears and explain where they are going so that the parents needn’t be too concerned.

Listening Skill : LO 1

First discuss the map and point out the different features: the island, the beach where Paul and Susan are, the light house, rocky outcrop in the ocean, the island with beaches marked, the oddly shaped trees and rocks, pathways and cave. Draw their attention to the starting point. As you read, let the children trace the “journey” on their maps.

Paul and Susan live at a seaside town. They are quite used to spending time on the water in a small boat with an outboard motor. Naturally this is removed when not in use. The boats are pulled up onto the beach and overturned so that rainwater will not collect in them. Paul and Susan are usually supervised when handling the boat but would know general safety rules and be able to handle the boat on their own. This is how they managed to rescue Lisa.

After leaving a message for their parents, Susan and Paul hurried back to the beach. There were two sections to the beachfront. There was the small rocky beach where they had played and found the bottle. Further along there was a small bay and a place where the fishing boats came in. There were also a few boats that belonged to some of the people who came to the beach on weekends. Amongst them was their boat, which they often took out on weekends when their father was home, but they were not supposed to go out on their own. However, today they had to ignore the rules. Together they fetched the motor from the shed and carried it down to the edge of the sand.

“ This is a sort of emergency, “ said Paul. Together he and Susan pulled the boat down to the edge of the sea and into the water. They fitted the motor. Luckily, the sea was calm and the boat rocked gently on the little waves.

“Right. Check the map. There’s the lighthouse and there’s that group of rocks. If we go between the two we should soon see this island. It can’t be

too far because she can see the lighthouse. .

Susan stowed their supplies in the locker and Paul started the motor. Soon they were between the lighthouse and the rocks.

“Can you see anything?” he asked. Susan raised her binoculars and looked around.

“No, not a thing! And we can’t go any further unless we see the island, because we don’t know which direction to take! What are we going to do?” she said.

“Let me have a look.” said Paul

“Fine. Oh, wait...there! There’s something now. Yes, it must be. It’s the island!”

Susan passed the binoculars to Paul. He also struggled to see the island at first but then managed to focus on something that had to be the island.

“That’s it!” he cried excitedly. “Lisa, here we come!”

After a while, they were much closer and the island appeared bigger. They didn’t need to use the binoculars. They began to make out trees, grass and rocks.

“ We have to look out for a small beach on the side facing the lighthouse. There is also this large odd-shaped rock. She says it looks like the head of a rhino,” said Susan.

Paul headed for the beach and they cruised slowly along examining all the rocks. None of them looked like a rhino.

“ There must be another beach. It is quite a big island,” said Paul

“ Well, I hope we find something soon. I’m hungry,” said Susan.

“ Right, we’ll just go around this bend and then I think there’ll probably be another beach. We can stop there and have something to eat.”

“Good idea!” Susan opened the locker and took out their supplies. She also had towels, which they could use as a picnic blanket. Paul steered the boat into the little bay and soon they were pulling it up the beach so that it wouldn’t float away while they had their lunch.

Susan unpacked their sandwiches while Paul looked around. Suddenly he turned to Susan.

“Where’s the map? Look at that tree! Wasn’t there a huge palm tree bending right over?”

“Yes,” said Susan. “Here it is. But where’s the rock? Oh look. It only looks like a rhino if you see it from this side. Lisa wouldn’t know that it looks completely different from the sea side.”

“So this is it!” Paul was delighted. “Where do we go from here?”

“Uh ... let’s see. There should be a path leading up to a cave.” Susan paused with her finger on the map. She looked around. The bushes grew very close together and there was no pathway to be seen,

“Yes, there it is, or at least I think it is,” said Paul. “I’ll go and see.”

“No!” Lisa almost shouted. “ Don’t leave me here by myself. I’m coming too.”

They packed up their food and made their way towards the thick bush. Sure enough there was a narrow path leading up a short slope. At the top of the slope they could see a rocky outline.

“ The cave!” said Paul

“Lisa! Lisa! “ Susan called out. “We’ve come to rescue you!”

There was no answer. They climbed the slope and peered into the cave. Somebody had been staying there. They could see a blanket folded neatly and someone had swept away the sand to make a smooth place to sleep.

“Maybe she has already been rescued,” said Paul

“Nooo,” said Susan thoughtfully. “It looks like she is coming back. It’s too neat.

What’s that noise?”

Suddenly the children were scared. What could it be? Everyone knew that the island was uninhabited by people, but what kind of animals were there? They huddled close together. Then someone stepped into the cave, gasping in surprise as she saw them.

“Who? What?”

“Lisa!” exclaimed Susan.

“How...?? You found my message? I can hardly believe it!” Lisa began to cry. She was so relieved to be found.

The children explained how they had found her note and came at once. Lisa told them how she had fallen off her family’s yacht in a storm. Her family was sailing around the world and now she didn’t know where they were or what had become of them. She thought she had been on the island for two days.

It was dark by now and they decided to sleep in the cave on the island and go back to the mainland the next day.

“What an adventure!” thought Susan as she snuggled up to her brother.

“What will our friends say when we tell them what had happened?”

L.V.

1. Explain any difficult concepts, e.g. why Lisa could see the shape of a rhino from the cave while they could not see it out at sea. Have one learner stand in front facing the class. Standing behind him you can see only the back of his head, but the other learners can see his face. This would be the same for Lisa and the children.

Discuss any difficult vocabulary.

2. Look at Susan's last sentence. Discuss what would happen when they take Lisa home.

Then ask the children to consider: Do they think Lisa will find her parents? What could have happened to them? Remind them that they would naturally want to find her.

Stress that their suggestions must be reasonable and realistic.

Their answers could be evaluated for LO 5, as well as LO 2.

If the answer is completely unrealistic, and doesn't take any known factors into account, it would be rated 1.

If they take into account that Lisa has only been missing for two days and that her parents could have landed elsewhere and are now looking for her - that would be rated 3.

To be rated 5, they would have to have thought of radio contact and that a generalised search would already be in progress.

The children must listen to each other's answers and comment on the likelihood of any of the solutions.

- Work through the planning of the story with the class. Help the learners to develop a logical sequence of events. Let them read the rough copy to a small group. The group members must listen to see if the learner uses the right tense and person. Then they can copy the story neatly and illustrate.

Depending on your time, the stories may be read out aloud to the class or allow learners to swap stories and read each other's silently.

- Introduce the 'th' combination before doing the 'th' worksheet

Encourage the children to find out about early writing in different civilisations. Let them tell the class what they have found out or make a small poster about their findings. Some children could also copy out examples of hieroglyphics or cuneiform for display purposes.

LEARNER SECTION

Content

“ch”

- Read the paragraph with your teacher and underline the “ch” sounds.

The children went to the beach. They took a picnic lunch. There were cheese sandwiches, chocolate cake, cherries and cool drink. First they chased each other, and then they went to swim. The water was deep – right up to their chests.

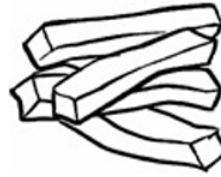
- What other words beginning with “ch” can you think of?



Ch.....



Ch.....



Ch.....



Ch.....



Ch.....



.....ch

- Look at the following groups of words and circle the odd one out:

cash

chin

ship

beach

chop

mash

shin

shot

fish

chat

catch

chest

sheep

lunch

chip

flash

chess

chap

teach

sheet

LO 3.3.3		LO 3.4.2	
----------	--	----------	--

Handwriting

Copy the letters on the line below the example.

I I I I I I I I I I I I

Ii Ii Ii Ii Ii Ii Ii Ii Ii Ii

Ink think fish




I sit in the swimming pool.

When Susan and Paul looked at the map, they decided to go and help Lisa.

- Discuss how they will travel and what they will need to take with them. Make a list of everything they will need.

<u>memo</u>			

- You have made a good list if you remember all these things. If you think of something else of importance you must write down why Paul and Susan will need it.

			
They will take two days.			
They will need food and drink.			
They must have the right clothes			
It will get dark.			
They might need to call for help.			

LO 4.2.1

- When you have finished, look at your list. Do you think your ideas are good? Put a blue tick under the face that shows how you feel about your ideas.
- Discuss your lists with the rest of the class. Now look at your own list. Put a red dot to show what you feel about your list now.

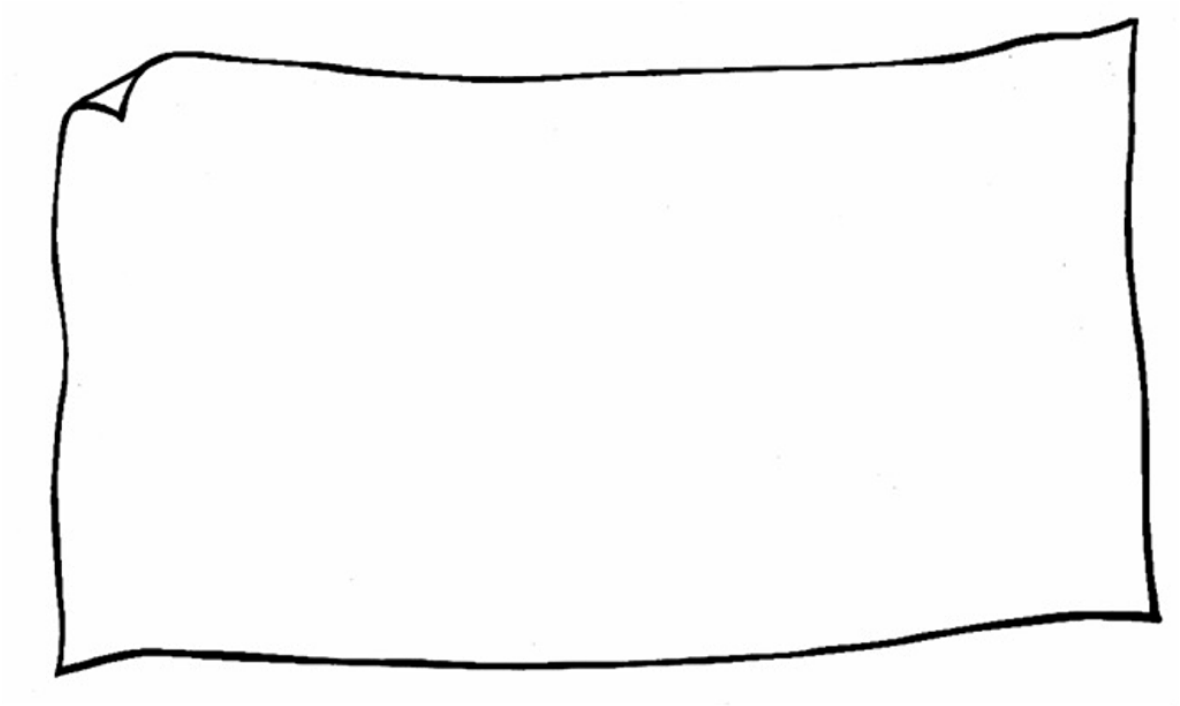
LO 2.4

LO 4.3.1

Paul and Susan could not wait to ask their parents if they could go and help Lisa. They decided to leave a note telling them where they had gone so that

they would not be worried.

What should they say? Pretend that you are Paul or Susan. Write a note to your Mom telling her where you are going.



LO 4.2.1		LO 4.3.1		LO 4.6.2		LO 6.1.1	
-------------	--	-------------	--	-------------	--	-------------	--

Handwriting

Copy the letters on the line below the example.

J J J J J J J J J J

Jj Jj Jj Jj Jj Jj Jj Jj Jj Jj

Jug joke just

Jake Jones jumps in jelly.

Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 recognises single consonants spelled with two letters (consonant diagraphs);

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner writes for different purposes:

4.2.1 writes drafts and short texts for various purposes

Assessment Standard 4.3: We know this when the learner revises writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions:

4.6.2 uses basic punctuation (capital letters and full stops);

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to spell unfamiliar words.

Message in a bottle - Saved from the sea

ENGLISH HOME LANGUAGE

Animal Stories

EDUCATOR SECTION

Memorandum

Educator's Page

The ICS modules for Grade 3 encourage learners to do extensive reading, both fiction and non-fiction. They are given frequent opportunities to write and develop their vocabulary and language use. These developing skills are supported by techniques and strategies to develop phonic awareness. Word recognition and comprehension skills are practised and phonics systematically introduced and consolidated.

The learning outcomes for Grade 3 are purposefully integrated to enable learners to write about texts which they have listened to, discussed and read.

The topics chosen for the modules are of interest to the Grade 3 learner, within their range of experience and other learning areas, namely, Life Orientation and Mathematics are well integrated.

Learners in Grade 3 use their communication skills more effectively and given the opportunity, these can overcome social, cultural and language boundaries. They become more sensitive to the needs of everyone around them.

All aspects of language learning as described in the learning outcomes and assessment standards for Grade 3 have been covered in these eight ICS modules. By reinforcing, consolidating and applying these supported by the

Critical and Developmental Outcomes, the learners will be able to think and reason in their home language.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and cursive writing requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely \pm two modules per term.

The poem introduces a variety of animals, some wild and some tame, and the story about the sly rabbit introduces the topic of true friends. Discussion of the story is important so understand such abstract terms as dishonesty, loyalty and trust.

Riddles are read and learners have the opportunity to make up their own riddles. Cursive writing continues with the learning of new patterns and letters:

- Phonics: The “**i**” family consisting of “**i**” as in **bright**, “**y**”, “**ie**” and “**i**” as in **ice**.

The “**u**” family consisting of “**u**” as in **use**, “**ew**”, “**ue**” and “**ou**” as in **you**.

A letterblock is included to revise all phonic words learnt.

Integration of themes

- A healthy environment

Should be ensured for both animals and man. Be careful of veld fires, polluting streams and damaging vegetation.

- Social Justices

Making friends is a social skill to be developed. Friends are loyal, trustworthy and honest.

LEARNER SECTION

Content

- A story to read

The sly rabbit - Chapter 1

People usually say foxes are sly but this is a story of a sly rabbit. Read it and see whether you agree with the title.

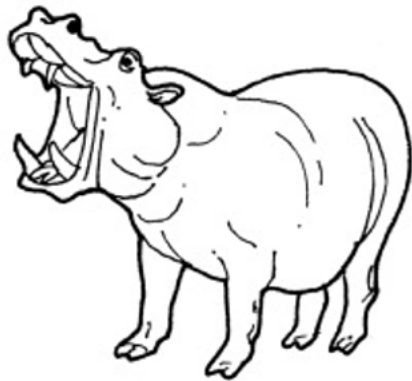
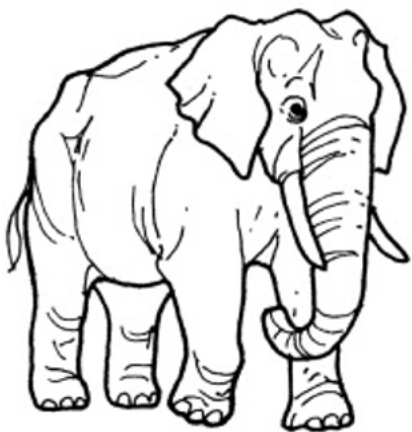
There was once a rabbit that lived in the thickest part of a jungle. He had learnt to use his ears and eyes because there were many enemies lurking nearby who thought rabbit pie was really nice. He could run very fast and he had learnt to run in a zigzag pattern to put his enemies off track. He had many narrow escapes and was nearly caught by a fox, a hyena and a hungry wolf. Fortunately he found a rabbit hole nearby and dived underground just in time.



There were, however, some animals he was not afraid of. He knew the elephant was not a meat eater. He liked the green grass and fresh leaves of the trees. So did the giraffe. The hippopotamus was lazy and seemed to spend most of his time in the water or basking in the sun on the sand banks.

And so it happened that the rabbit became very friendly with these large creatures of the jungle.

(to be continued)



LO 1.4		LO 1.4.2		LO 2.5.3		LO 3.3.1	
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- Let's see whether you could read the story. Answer the questions below.

1. Why do you think people say foxes are sly?
.....
.....

2. This story is about a sly
.....

3. Give three reasons why this rabbit could survive in the jungle.

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.....

4. Who were his enemies?

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5. Who were his friends?

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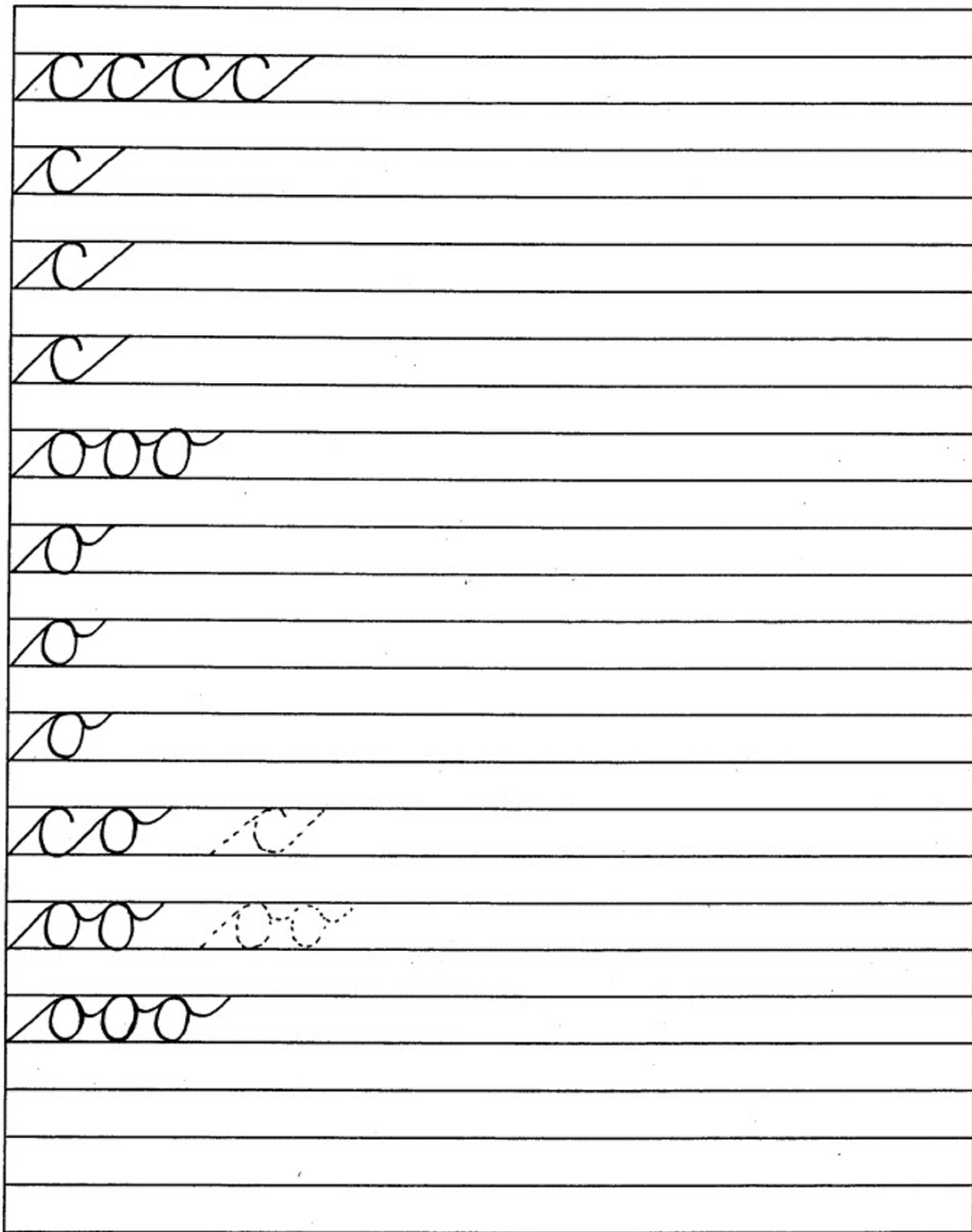
6. Give a reason why he was not afraid of the elephant.

.....
.....

7. Why did he not consider the hippopotamus dangerous?

.....
.....

LO 1.4.5		LO 2.8		LO 3.2.1	
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- Decorate the pattern.

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.4.2 listens for details;

1.4.5 answers questions about the text.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to group and class discussions:

2.5.3 suggests or elaborates on ideas;

Assessment Standard 2.8: We know this when the learner engages in a conversation as a social skill;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 comments on a story/poem the learner has read, and demonstrates understanding by answering questions;

Assessment Standard 3.3: We know this when the learner reads texts alone, and uses a variety of strategies to make meaning:

3.3.1 reads a printed text fluently and with understanding;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes legibly.

Message in a bottle - Did you know?

ENGLISH HOME LANGUAGE

Message in a bottle

EDUCATOR SECTION

Memorandum

To the educator:

Read through the story and make flashcards of any new sight words. Read through with the class, discussing any new concepts.

- Look at the map again. Get the learners to examine the writing on the note.
- Prepare the comprehension with the children and then let them answer the questions. You may decide that they need not answer in full sentences, as the aim of the task is the comprehension.

Who is Lisa? Child or adult? Why do they say so? What is wrong with it?

Discuss the punctuation. On folio they can correct the message remembering the capitals for the beginning of a sentence, the use of I, and for a name of a person or place. Give a few other sentences for the learners to practise. They can also make sentences with their phonic words. Remind them to use the correct punctuation each time. (LO 4)

In a later task, when they write their own message, remind them again of the correct use of punctuation.

- When doing the phonics, the learners can also make a list of the words to practise at home.

- Let them read the information about rock pools. This would be what fascinated Susan. It is also an exercise in non-fiction writing. Introduce the term to them.

Then read the following poem. Ask them which 'story' they could believe. What 'clues' are there to show that the poem is fiction?

Discuss the vocabulary, especially unusual words, e.g. 'knackered' (very tired); 'encore' (French for more); 'rave' (slang for 'party').

Discuss what they think they might find if they went down a tunnel and ended up deep under the sea.

- Let the learners work in groups to brainstorm ideas for their lists or even compile the lists. Remind them of the factors they must take into consideration. What will they need if they have to go away for two days? How much food do they need for two days? What are the "right clothes"? These are listed for them and serve to remind them what they must take and as a checklist against which they will evaluate their lists when they have finished.

They must also remember that a list is concise. They must only write sentences if they have thought of something special that they think has not been included as a basic requirement and which needs the reason for its inclusion, as stated in the task.

When the list is complete they must evaluate their own work in terms of the stipulated requirements. If they remembered that whatever they took had to last two days, e.g. they are prepared to spend the night away, then they tick the smiley face. If they haven't remembered this, then they need to tick the sad face. If they have remembered a torch or matches, they will tick the smiley face next to "It will get dark".

When the lists are shared with the class, they will realise that different items could have been included. Let them re-evaluate their lists in terms of their "new" knowledge.

When writing the note to their parents in the next task, remind them that this is only a story, therefore they children can wander off on “Mission Impossible”. However, they must still try to allay parents’ fears and explain where they are going so that the parents needn’t be too concerned.

Listening Skill : LO 1

First discuss the map and point out the different features: the island, the beach where Paul and Susan are, the light house, rocky outcrop in the ocean, the island with beaches marked, the oddly shaped trees and rocks, pathways and cave. Draw their attention to the starting point. As you read, let the children trace the “journey” on their maps.

Paul and Susan live at a seaside town. They are quite used to spending time on the water in a small boat with an outboard motor. Naturally this is removed when not in use. The boats are pulled up onto the beach and overturned so that rainwater will not collect in them. Paul and Susan are usually supervised when handling the boat but would know general safety rules and be able to handle the boat on their own. This is how they managed to rescue Lisa.

After leaving a message for their parents, Susan and Paul hurried back to the beach. There were two sections to the beachfront. There was the small rocky beach where they had played and found the bottle. Further along there was a small bay and a place where the fishing boats came in. There were also a few boats that belonged to some of the people who came to the beach on weekends. Amongst them was their boat, which they often took out on weekends when their father was home, but they were not supposed to go out on their own. However, today they had to ignore the rules. Together they fetched the motor from the shed and carried it down to the edge of the sand.

“ This is a sort of emergency, “ said Paul. Together he and Susan pulled the boat down to the edge of the sea and into the water. They fitted the motor. Luckily, the sea was calm and the boat rocked gently on the little waves.

“Right. Check the map. There’s the lighthouse and there’s that group of rocks. If we go between the two we should soon see this island. It can’t be

too far because she can see the lighthouse. .

Susan stowed their supplies in the locker and Paul started the motor. Soon they were between the lighthouse and the rocks.

“Can you see anything?” he asked. Susan raised her binoculars and looked around.

“No, not a thing! And we can’t go any further unless we see the island, because we don’t know which direction to take! What are we going to do?” she said.

“Let me have a look.” said Paul

“Fine. Oh, wait...there! There’s something now. Yes, it must be. It’s the island!”

Susan passed the binoculars to Paul. He also struggled to see the island at first but then managed to focus on something that had to be the island.

“That’s it!” he cried excitedly. “Lisa, here we come!”

After a while, they were much closer and the island appeared bigger. They didn’t need to use the binoculars. They began to make out trees, grass and rocks.

“ We have to look out for a small beach on the side facing the lighthouse. There is also this large odd-shaped rock. She says it looks like the head of a rhino,” said Susan.

Paul headed for the beach and they cruised slowly along examining all the rocks. None of them looked like a rhino.

“ There must be another beach. It is quite a big island,” said Paul

“ Well, I hope we find something soon. I’m hungry,” said Susan.

“ Right, we’ll just go around this bend and then I think there’ll probably be another beach. We can stop there and have something to eat.”

“Good idea!” Susan opened the locker and took out their supplies. She also had towels, which they could use as a picnic blanket. Paul steered the boat into the little bay and soon they were pulling it up the beach so that it wouldn’t float away while they had their lunch.

Susan unpacked their sandwiches while Paul looked around. Suddenly he turned to Susan.

“Where’s the map? Look at that tree! Wasn’t there a huge palm tree bending right over?”

“Yes,” said Susan. “Here it is. But where’s the rock? Oh look. It only looks like a rhino if you see it from this side. Lisa wouldn’t know that it looks completely different from the sea side.”

“So this is it!” Paul was delighted. “Where do we go from here?”

“Uh ... let’s see. There should be a path leading up to a cave.” Susan paused with her finger on the map. She looked around. The bushes grew very close together and there was no pathway to be seen,

“Yes, there it is, or at least I think it is,” said Paul. “I’ll go and see.”

“No!” Lisa almost shouted. “ Don’t leave me here by myself. I’m coming too.”

They packed up their food and made their way towards the thick bush. Sure enough there was a narrow path leading up a short slope. At the top of the slope they could see a rocky outline.

“ The cave!” said Paul

“Lisa! Lisa! “ Susan called out. “We’ve come to rescue you!”

There was no answer. They climbed the slope and peered into the cave. Somebody had been staying there. They could see a blanket folded neatly and someone had swept away the sand to make a smooth place to sleep.

“Maybe she has already been rescued,” said Paul

“Nooo,” said Susan thoughtfully. “It looks like she is coming back. It’s too neat.

What’s that noise?”

Suddenly the children were scared. What could it be? Everyone knew that the island was uninhabited by people, but what kind of animals were there? They huddled close together. Then someone stepped into the cave, gasping in surprise as she saw them.

“Who? What?”

“Lisa!” exclaimed Susan.

“How...?? You found my message? I can hardly believe it!” Lisa began to cry. She was so relieved to be found.

The children explained how they had found her note and came at once. Lisa told them how she had fallen off her family’s yacht in a storm. Her family was sailing around the world and now she didn’t know where they were or what had become of them. She thought she had been on the island for two days.

It was dark by now and they decided to sleep in the cave on the island and go back to the mainland the next day.

“What an adventure!” thought Susan as she snuggled up to her brother.

“What will our friends say when we tell them what had happened?”

L.V.

1. Explain any difficult concepts, e.g. why Lisa could see the shape of a rhino from the cave while they could not see it out at sea. Have one learner stand in front facing the class. Standing behind him you can see only the back of his head, but the other learners can see his face. This would be the same for Lisa and the children.

Discuss any difficult vocabulary.

2. Look at Susan's last sentence. Discuss what would happen when they take Lisa home.

Then ask the children to consider: Do they think Lisa will find her parents? What could have happened to them? Remind them that they would naturally want to find her.

Stress that their suggestions must be reasonable and realistic.

Their answers could be evaluated for LO 5, as well as LO 2.

If the answer is completely unrealistic, and doesn't take any known factors into account, it would be rated 1.

If they take into account that Lisa has only been missing for two days and that her parents could have landed elsewhere and are now looking for her - that would be rated 3.

To be rated 5, they would have to have thought of radio contact and that a generalised search would already be in progress.

The children must listen to each other's answers and comment on the likelihood of any of the solutions.

- Work through the planning of the story with the class. Help the learners to develop a logical sequence of events. Let them read the rough copy to a small group. The group members must listen to see if the learner uses the right tense and person. Then they can copy the story neatly and illustrate.

Depending on your time, the stories may be read out aloud to the class or allow learners to swap stories and read each other's silently.

- Introduce the 'th' combination before doing the 'th' worksheet

Encourage the children to find out about early writing in different civilisations. Let them tell the class what they have found out or make a small poster about their findings. Some children could also copy out examples of hieroglyphics or cuneiform for display purposes.

LEARNER SECTION

Content

Did you know?

Leaving a note or sending a letter is very easy nowadays because most people can read or write. But this was not always so.

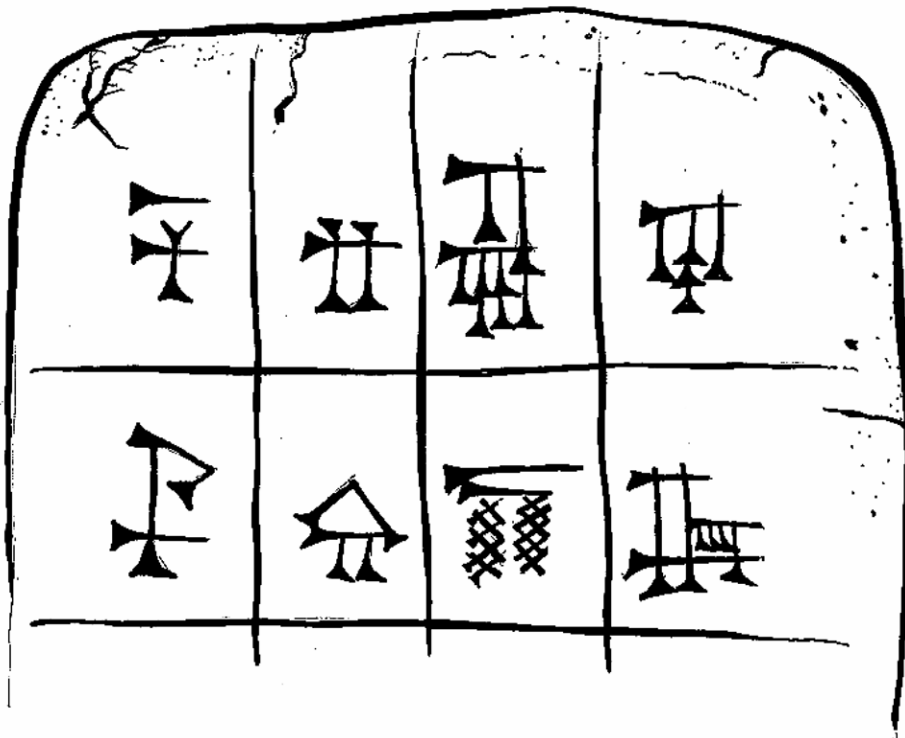
The first kind of paper was used in Egypt about 4000 years ago. This was called papyrus and was made from reeds. Before this people used to scratch on stones or slate. The cavemen even used the walls of their caves. Of course, they didn't write on the walls. They didn't know how to write!



The first kind of writing was pictures. Then they used pictures to be a symbol for words. So a picture of an eye could mean, “ I see.” The Egyptians used this writing. Their writing is called Hieroglyphics.

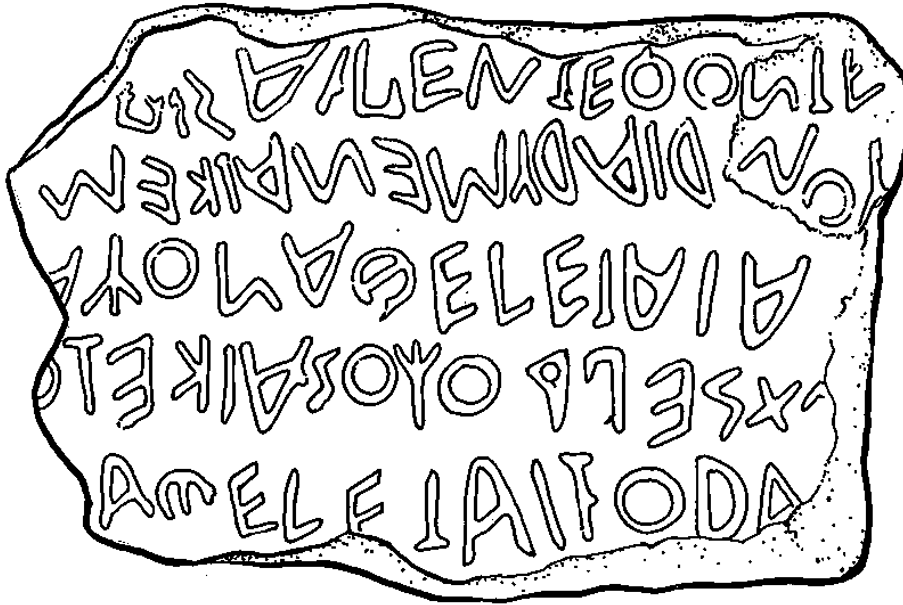


Many people in ancient times used a writing called Cuneiform where shapes were used as words.



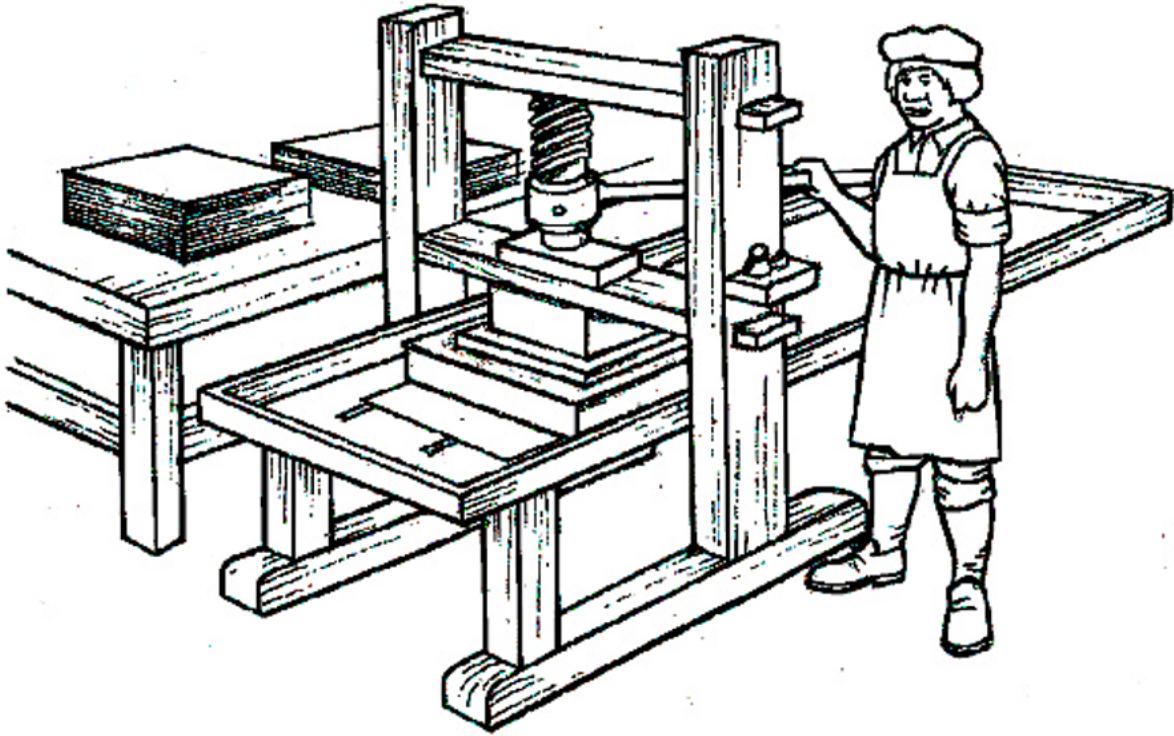
Much later the Greeks began to make shapes, which were letters. They joined letters to spell out words like we do today.

Our own letters, which we call the alphabet, come from the Romans.



But still very few people could read and write. A scribe had to write for them. A scribe would also write out books. These were written on parchment, which is very thick paper. Paper and books were very expensive so that only a few people could afford them.

For many years books were written by hand. It took a long time to copy one book. Then a machine called a printing press was invented. It was easy to make more books. More people could afford them and they could learn to read.



Nowadays books are printed by machine and most people are able to read and write.

- Write a short sentence, then invent your own picture writing and re-write the sentence in pictures.

LO 2.2		LO 3.5.4	
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Handwriting

Copy the letters on the line below the example.

F F F F F F F F F F

Ff Ff Ff Ff Ff Ff Ff

Felix fluff France

Fetch Fred from the forest.

Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner uses language imaginatively for fun and fantasy.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

3.5.4 reads a variety of texts for enjoyment such as magazines, comics, non-fiction books.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.2 forms letters clearly and easily.

Animals in the Wild - Eating habits

ENGLISH HOME LANGUAGE

Animals in the wild

EDUCATOR SECTION

Memorandum

To the educator:

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

The Grade 2 educator also needs to know which work has been covered in Grade 1 so that she can revise, consolidate and re-teach where necessary, before proceeding to the Grade 2 phonics, writing, reading etc. Make sure the learners understand the written instructions on each page. The learners furthermore need to know where and when to go for help when doing written work e.g. finding out how to spell a word etc.

The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Learners learn about adaptation of animals in the wild. They discuss their differences and similarities e.g. eating habits, camouflage, and environments.

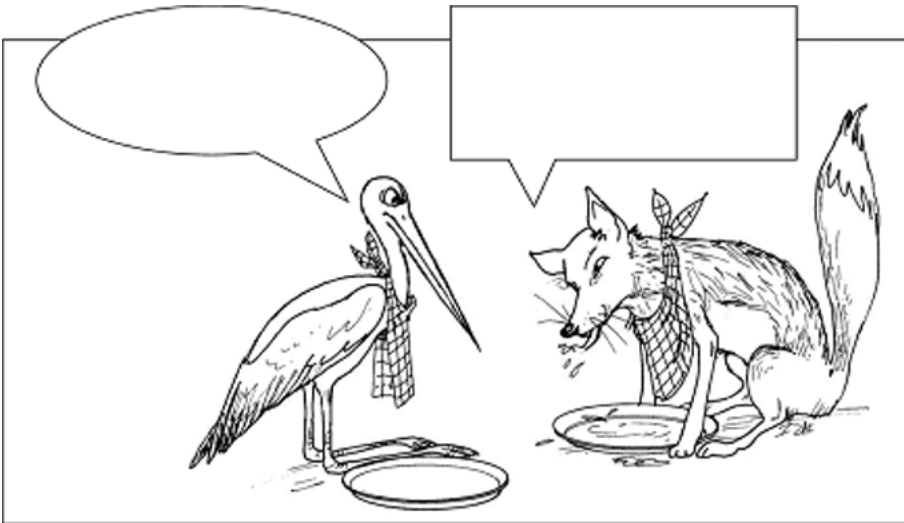
The advantages and disadvantages of animals in Zoo's are discussed.

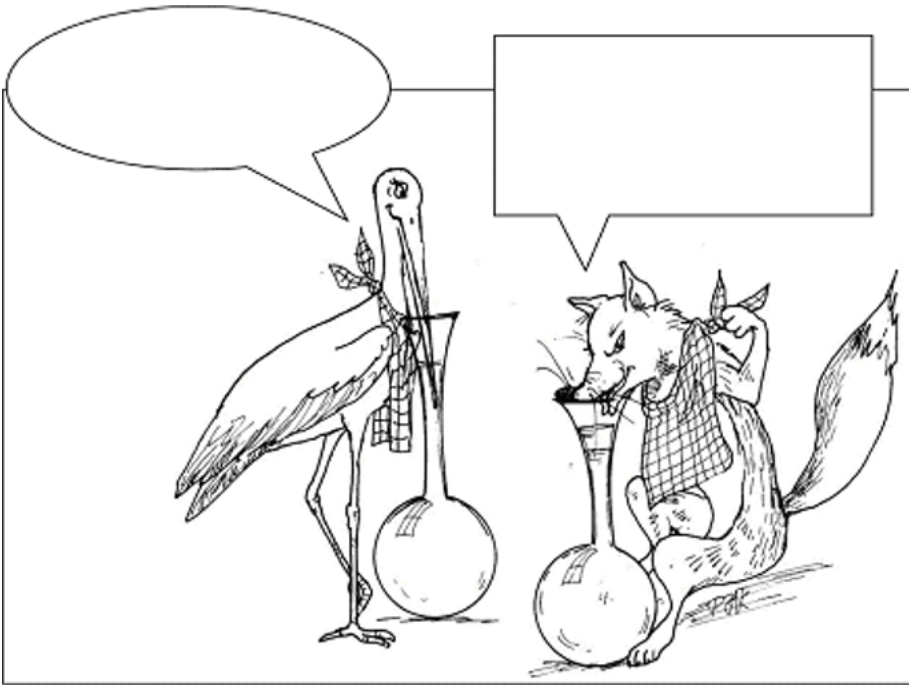
- Phonics: **st, ee, oo**
- Writing: **Cc, Gg, Oo, Qq**

integration of themes

a healthy environment

Discuss keeping nature reserves and Zoo's clean. Become sensitive to animals' needs when discussing food cycles and the animals' environment. How does this affect humans?





LO 2.3		LO 2.4.8		LO 4.2	
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Read the fable that follows to the learners, showing the pictures of the animals eating. Explain that Aesop wrote fables as stories with a lesson or moral. Discuss the lesson in this story, namely consideration for others.

Read the story a second time, then ask the learners to remember what the fox and stork said to each other. Write the dialogue in the speech bubbles.

You are referred to the page with the two pictures: one of the fox and stork eating peas from a plate and one with them eating out of long narrow glasses (almost like vases), with speech bubbles for the dialogue. The children need not use the exact words, but the same meaning should be conveyed

The fox had invited the stork to dinner. He set out the plates and filled them with his favourite meal - peas. When the stork arrived he stared at the table in dismay. Try as he might, he could not pick up a single pea.

" Oh, I see you are not enjoying the meal," said the fox. " Well, I cannot let it go to waste. I had better eat it for you".

So saying, he gobbled down the stork's dinner as well as his own.

" That was lovely. We should do this again some time."

The stork was hungry and now he was angry as well. But he was also clever.

"We should indeed. However, this time you must be my guest!"

When the fox arrived for dinner, the stork has set out two tall, narrow glasses.

"I have prepared a special dish for you," said the stork.

Sadly for the fox he never even tasted it, for his snout could not reach into the long narrow container.

"I see you have no appetite," said the stork. "I had better finish it for you."

The hungry fox had to sit and watch while the stork ate the two dinners.

LO 1.3.2		LO 1.3.5		LO 1.3.6	
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Discuss the fact that many animals eat different kinds of food and how they are adapted for eating or catching their different meals.

Read the story about eating habits and the subsequent activity.

Always read through first and check for sight words, which may not be familiar to the learners. Make flashcards of these words and practise them.

Read and discuss the poem about people's taste.

LO 2.4.1		LO 2.4.6		LO 2.4.5	
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LEARNER SECTION

Content

Eating Habits

- What would you like for lunch? Write it down here.

Do you think a rabbit would like to eat that? Do you think a parrot could eat your ice cream?

Most animals would not like our food. They might eat it if they were hungry, but it is not always good for them.

Nature needs to make sure that different animals like different kinds of food, otherwise everyone would eat the same food and soon there would be none left.

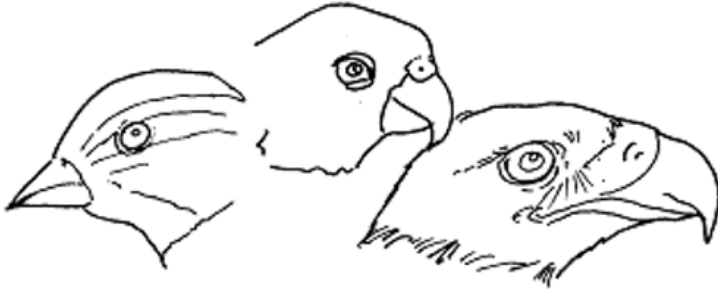
Animals in the wild have to find their own food. Some animals eat grass and leaves, for example buck, elephant, zebra and giraffe. These animals live near each other and they eat the same food. Their food doesn't run out because they move about a lot. The food does not run out for another

reason. Giraffes eat the leaves at the tops of trees, while buck eat leaves from the lower branches. The elephant uses his trunk to reach his food. It is also useful for picking fruit.



LO 2.5		LO 3.3.1	
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Birds have different shaped beaks. The different shapes are suited to the kind of food that they like to eat. Seed eaters have short pointed bills. Fruit-eaters, like parrots, have a bill like a hook to dig into the fruit. Birds of prey have sharp beaks. They are also like a hook and can bite the flesh of the animals they catch.



Even in the sea we see how the animals' mouths are shaped to help them catch their food. The blue whale has an enormous mouth. He can open his mouth and filter his food through the baleen that hangs down in front of his mouth.

[missing_resource: graphics5.wmf]

- How well did you understand?
- Questions for discussion.
- Why don't we all eat the same food?
- Why can't parrots eat ice cream?
- What will happen if I give 'human food ' to a buck?
- What is baleen?

LO 3.1.3		LO 3.2.1		LO 3.3.3		LO 5.2.3	
-------------	--	-------------	--	-------------	--	-------------	--

- How well have you read?

1. Which animals like to eat grass and leaves?

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2. What sort of food do birds eat? Name three different kinds.

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3. Find a word which means:

huge -

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not the same -

.....

elephant's nose -

.....

4. Could the whale have a small mouth? Say why you think so.

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LO 4.1.1		LO 4.1.2	
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- Listen to the poem as your teacher reads it.

Some people

Some people like coffee. Others like tea.

Animals aren't as fussy or so it seems to me.

They each seem to fancy a special kind of diet.

I'm not crazy about most of them, but why don't you try it?

Grasshoppers can be quite delicious, I've heard,

That is, if you're a frog, scaly reptile or bird.

There's many a bird that'd really fancy 'em,

Unless of course they're vegetarian

Grasses of all sorts and leaves of all kinds,

Are enough to send some animals out of their minds.
 Giraffes and buffalo, gorillas and buck,
 Get rumbling tummies at the sight of the stuff.
 I've known many an animal be partial to lice,
 And while you and I won't think that nice.
 Just watch the monkeys and chimpanzees,
 Why, to them they're almost as good as the fleas.
 Now we may all be gagging and clutching our throats,
 But a whale can't imagine anything worse than a coke!
 It's quite a healthy thing you see,
 To have some people prefer coffee while others like tea.

LO 1.3.6		LO 1.3.7		LO 3.2.1	
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Rhyming words

- Underline the rhyming words in the poem. You can use the same colour for words that have the same sound.
- Look in the poem to find words which rhyme with these:

Word:

.....

....

Luck:

.....

....

Trees:

.....

....

- Find a word to end off this rhyme:

I always think it's rather funny.

to stay inside when its

.....

Try to think of your own rhyme:

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LO 3.2.2		LO 3.4.6		LO 4.2		LO 4.3.2	
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st

- Find the words beginning or ending with st.

“Stop,” said the stork. “ Stay and have a chat.”

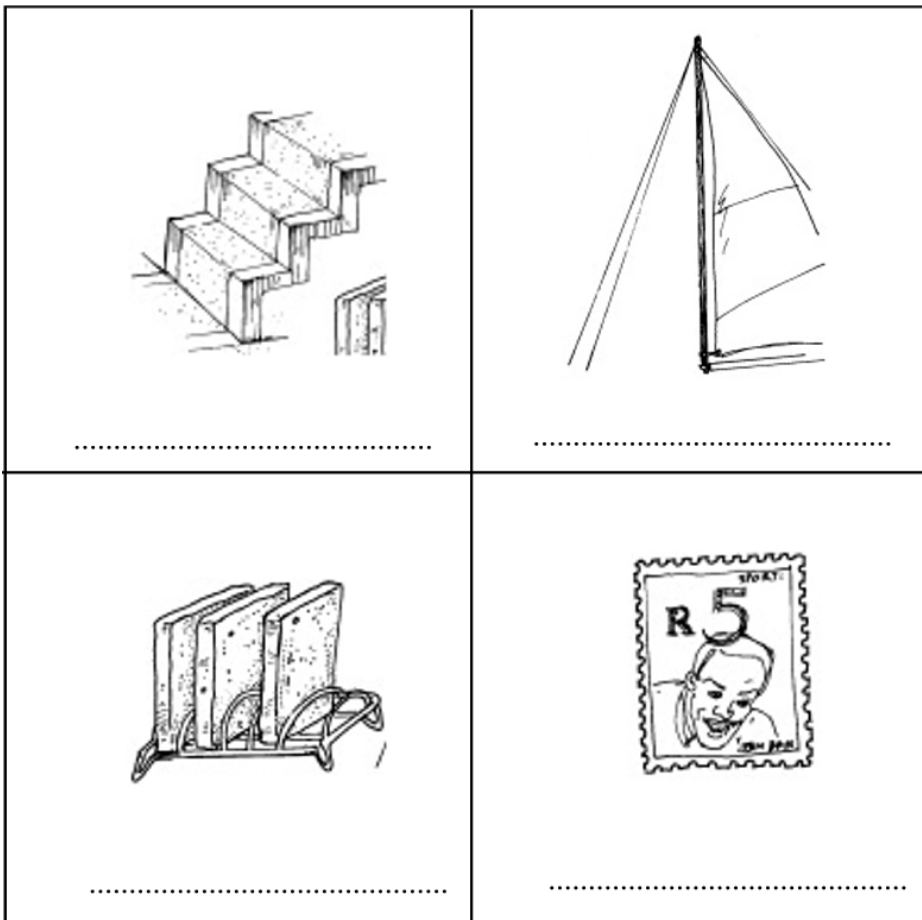
“Can’t stop,” said the starling. “I can’t rest. I can’t stand about. I must get there first.”

“ But where are you going and why so fast? Just step over here and tell me please!”

But the starling still rushed on past. The best worms would be gone if she didn't hurry.

- Make a list of words ending in st and beginning with st.
- Try to think of some other words to add to your list.

[illegible]



LO 3.3.2		LO 3.4.3		LO 4.5.1		LO 4.5.2	
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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding:

1.3.6 expresses feelings about the oral text, giving reasons;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner suggests ways of solving problems;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses visual clues to make meaning:

3.1.3 predicts from the cover of a book what the story will be about;

Assessment Standard 3.2: We know this when the learner makes meaning of written text:

3.2.1 reads a story on own or with the teacher;

3.2.2 reads simple instructions in the classrooms;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.2 reads aloud and uses correct pronunciation and appropriate stress;

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.3 recognises two-letter and three-letter consonant blends at the beginnings and ends of words;

3.4.6 recognises known rhymes;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 participates in group brainstorming activities to get ideas for writing;

4.1.2 shares ideas with classmates and teacher;

Assessment Standard 4.2: We know this when the learner writes for different purposes;

Assessment Standard 4.3: We know this when the learner revises writing:

4.3.2 makes attempts at editing own writing;

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.1 experiments with words drawn from own language experiences;

4.5.2 spells common words correctly;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.3 identifies similarities and differences, and classifies things.

Animals in the Wild - Porcupine

ENGLISH HOME LANGUAGE

Animals in the wild

EDUCATOR SECTION

Memorandum

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Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

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Learners learn about adaptation of animals in the wild. They discuss their differences and similarities e.g. eating habits, camouflage, and environments.

The advantages and disadvantages of animals in Zoo's are discussed.

- Phonics: st, ee, oo
- Writing: Cc, Gg, Oo, Qq

integration of themes

a healthy environment

Discuss keeping nature reserves and Zoo's clean. Become sensitive to animals' needs when discussing food cycles and the animals' environment. How does this affect humans?

The following story has a conservation theme about finding wild animals. Reinforce the fact that animals belong in their own environment. Discuss this issue with the class so that they have some ideas and opinions of their own when it comes to the true and false questions at the end of the story.

There are a number of words that can be broken into syllables, for example por-cu-pine, in-jec-tion. Teach the children this strategy for long words. Check for other sight words which may be difficult – strength, explore, rustle, etc.

Explain Dad's joke about the porcupine being a prickly problem. Ask if they know any other jokes like this.

LO 2.2	
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LEARNER SECTION

Content

- Read the following story and discuss together with your teacher.

The porcupine

Tracy and Steven lived on a farm. They liked to explore the wild parts of the farm where there were no crops. Steven liked to pretend that he was a hunter. Tracy had to carry his guns.



One day they went along a new path. Steven was looking for wild flowers for school. Tracy wanted to help. Suddenly they heard a rustle in the bushes. Tracy was scared. Maybe it was a snake! They stopped and stood dead still. Then, just in front of them, a porcupine walked slowly across their path.



It was strange. He didn't run away. He just walked slowly into the path and very slowly lay down.

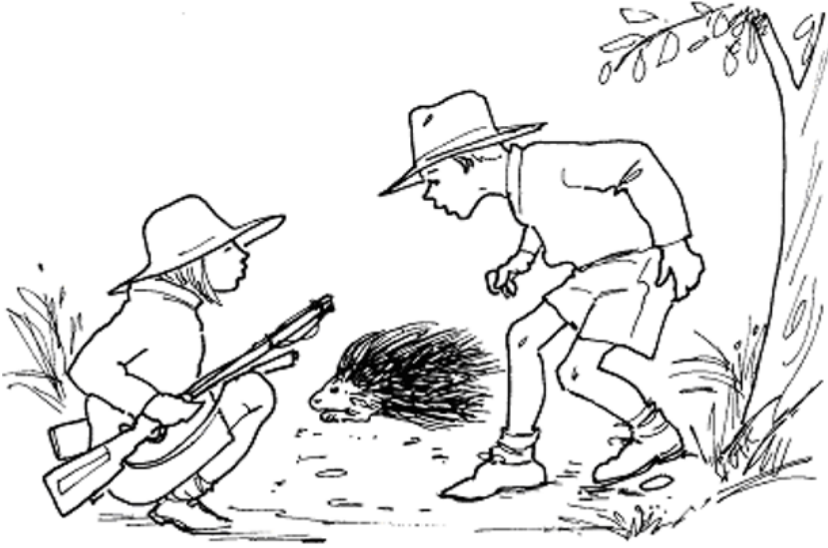
"I think he is hurt!" said Steven. "Quick, Tracy. Let's run and get Dad."

"Well, this is a prickly problem!" said Dad.

"This is no time for jokes, Dad," said Tracy. "I think he's badly hurt. We must take him to the vet."

"That will be difficult. He is very hard to carry. I'll ask Uncle Richard to come and look at him."

Uncle Richard lived on the next farm. He looked after birds that were hurt, or tortoises that were run over. Once he had even looked after a leopard until it was better! The children knew that he would be able to help the porcupine. Dad went to call him and the children tried to give the poor animal some water.



Uncle Richard came as soon as he could. He had brought his special bag.

"I can't see too well with all those prickly spines. I'm going to make him sleep and then we'll take him to my place," he said.

Uncle Richard gave the porcupine an injection. Together he and Dad lifted him into his truck and Uncle Richard took him back to his farm.



Tracy and Steven could hardly sleep. They were so worried about the porcupine. In the morning Tracy phoned Uncle Richard.

"Your porcupine is a girl," he said. "She's much better. Someone had shot her with a pellet gun. There was a big sore around the pellet. I took it out. She'll soon be better. You can come and help feed her if you like."

Tracy and Steven helped Uncle Richard with the porcupine. They listened carefully and did as they were told. They did not touch her too much, or make loud noises near her. They only gave her the food that Uncle Richard gave them.

"I thought porcupines ate slugs," said Steven

"She's very weak," said Uncle Richard. "I want to build up her strength first. By then she will be ready to find her own food. She mustn't get too fond of any snacks that she won't find in the wild. If that happens she may go to houses looking for more. The people in the houses won't like a porcupine coming into their kitchens and she might get shot again."



After a week, the porcupine was ready to go back into the wild. Steven and Tracy watched her go up the path where they had found her.

"She's almost running," said Steven.

"I'm glad she's better, "said Tracy

LO 2.5		LO 3.3.1		LO 3.3.2		LO 3.3.3	
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- Put these sentences into the correct order:

1. Steven went to fetch his father.

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2. The porcupine lay down in the path in front of them.

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.....

3. Steven and Tracy watched the porcupine go back into the wild.

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.....

4. When Tracy phoned Uncle Richard, he said the porcupine was nearly better.

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5. Dad called Uncle Richard to help the porcupine.

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LO 2.4.6		LO 5.2.1	
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What do you think?

- Your answers may be different to your friends'. Say why you think the sentences are true or false.

True or false

6. Porcupines love human food.

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7. We should leave our picnic food for wild animals to eat.

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8. It is good to bring wild animals into our homes and look after them.

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9. Animals can easily look after themselves when you put them back in the wild.

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LO 2.4.7		LO 4.4.1		LO 5.2.1	
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How can we look after wild animals that have been hurt?

Pretend that you are looking after a young bird that has fallen out of its nest. Leave instructions for your mom to look after it while you are at school.

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LO 4.5.1		LO 4.5.2		LO 5.2.1	
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Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions:

- 2.4.6 asks questions for clarity and information;
- 2.4.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.1 reads with increasing speed and fluency;

3.3.2 reads aloud and uses correct pronunciation and appropriate stress;

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.4: We know this when the learner ‘publishes’ (makes public) own writing:

4.4.1 shares work with others by reading it aloud and/or displaying it in the classroom;

4.1.2 shares ideas with classmates and teacher;

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.1 experiments with words drawn from own language experiences;

4.5.2 spells common words correctly;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning, such as cause and effect.

Animals in the wild - Life in the Zoo

ENGLISH HOME LANGUAGE

Message in a bottle

EDUCATOR SECTION

Memorandum

To the educator:

Read through the story and make flashcards of any new sight words. Read through with the class, discussing any new concepts.

- Look at the map again. Get the learners to examine the writing on the note.
- Prepare the comprehension with the children and then let them answer the questions. You may decide that they need not answer in full sentences, as the aim of the task is the comprehension.

Who is Lisa? Child or adult? Why do they say so? What is wrong with it?

Discuss the punctuation. On folio they can correct the message remembering the capitals for the beginning of a sentence, the use of I, and for a name of a person or place. Give a few other sentences for the learners to practise. They can also make sentences with their phonic words. Remind them to use the correct punctuation each time. (LO 4)

In a later task, when they write their own message, remind them again of the correct use of punctuation.

- When doing the phonics, the learners can also make a list of the words to practise at home.

- Let them read the information about rock pools. This would be what fascinated Susan. It is also an exercise in non-fiction writing. Introduce the term to them.

Then read the following poem. Ask them which 'story' they could believe. What 'clues' are there to show that the poem is fiction?

Discuss the vocabulary, especially unusual words, e.g. 'knackered' (very tired); 'encore' (French for more); 'rave' (slang for 'party').

Discuss what they think they might find if they went down a tunnel and ended up deep under the sea.

- Let the learners work in groups to brainstorm ideas for their lists or even compile the lists. Remind them of the factors they must take into consideration. What will they need if they have to go away for two days? How much food do they need for two days? What are the "right clothes"? These are listed for them and serve to remind them what they must take and as a checklist against which they will evaluate their lists when they have finished.

They must also remember that a list is concise. They must only write sentences if they have thought of something special that they think has not been included as a basic requirement and which needs the reason for its inclusion, as stated in the task.

When the list is complete they must evaluate their own work in terms of the stipulated requirements. If they remembered that whatever they took had to last two days, e.g. they are prepared to spend the night away, then they tick the smiley face. If they haven't remembered this, then they need to tick the sad face. If they have remembered a torch or matches, they will tick the smiley face next to "It will get dark".

When the lists are shared with the class, they will realise that different items could have been included. Let them re-evaluate their lists in terms of their "new" knowledge.

When writing the note to their parents in the next task, remind them that this is only a story, therefore they children can wander off on “Mission Impossible”. However, they must still try to allay parents’ fears and explain where they are going so that the parents needn’t be too concerned.

Listening Skill : LO 1

First discuss the map and point out the different features: the island, the beach where Paul and Susan are, the light house, rocky outcrop in the ocean, the island with beaches marked, the oddly shaped trees and rocks, pathways and cave. Draw their attention to the starting point. As you read, let the children trace the “journey” on their maps.

Paul and Susan live at a seaside town. They are quite used to spending time on the water in a small boat with an outboard motor. Naturally this is removed when not in use. The boats are pulled up onto the beach and overturned so that rainwater will not collect in them. Paul and Susan are usually supervised when handling the boat but would know general safety rules and be able to handle the boat on their own. This is how they managed to rescue Lisa.

After leaving a message for their parents, Susan and Paul hurried back to the beach. There were two sections to the beachfront. There was the small rocky beach where they had played and found the bottle. Further along there was a small bay and a place where the fishing boats came in. There were also a few boats that belonged to some of the people who came to the beach on weekends. Amongst them was their boat, which they often took out on weekends when their father was home, but they were not supposed to go out on their own. However, today they had to ignore the rules. Together they fetched the motor from the shed and carried it down to the edge of the sand.

“ This is a sort of emergency, “ said Paul. Together he and Susan pulled the boat down to the edge of the sea and into the water. They fitted the motor. Luckily, the sea was calm and the boat rocked gently on the little waves.

“Right. Check the map. There’s the lighthouse and there’s that group of rocks. If we go between the two we should soon see this island. It can’t be

too far because she can see the lighthouse. .

Susan stowed their supplies in the locker and Paul started the motor. Soon they were between the lighthouse and the rocks.

“Can you see anything?” he asked. Susan raised her binoculars and looked around.

“No, not a thing! And we can’t go any further unless we see the island, because we don’t know which direction to take! What are we going to do?” she said.

“Let me have a look.” said Paul

“Fine. Oh, wait...there! There’s something now. Yes, it must be. It’s the island!”

Susan passed the binoculars to Paul. He also struggled to see the island at first but then managed to focus on something that had to be the island.

“That’s it!” he cried excitedly. “Lisa, here we come!”

After a while, they were much closer and the island appeared bigger. They didn’t need to use the binoculars. They began to make out trees, grass and rocks.

“ We have to look out for a small beach on the side facing the lighthouse. There is also this large odd-shaped rock. She says it looks like the head of a rhino,” said Susan.

Paul headed for the beach and they cruised slowly along examining all the rocks. None of them looked like a rhino.

“ There must be another beach. It is quite a big island,” said Paul

“ Well, I hope we find something soon. I’m hungry,” said Susan.

“ Right, we’ll just go around this bend and then I think there’ll probably be another beach. We can stop there and have something to eat.”

“Good idea!” Susan opened the locker and took out their supplies. She also had towels, which they could use as a picnic blanket. Paul steered the boat into the little bay and soon they were pulling it up the beach so that it wouldn’t float away while they had their lunch.

Susan unpacked their sandwiches while Paul looked around. Suddenly he turned to Susan.

“Where’s the map? Look at that tree! Wasn’t there a huge palm tree bending right over?”

“Yes,” said Susan. “Here it is. But where’s the rock? Oh look. It only looks like a rhino if you see it from this side. Lisa wouldn’t know that it looks completely different from the sea side.”

“So this is it!” Paul was delighted. “Where do we go from here?”

“Uh ... let’s see. There should be a path leading up to a cave.” Susan paused with her finger on the map. She looked around. The bushes grew very close together and there was no pathway to be seen,

“Yes, there it is, or at least I think it is,” said Paul. “I’ll go and see.”

“No!” Lisa almost shouted. “ Don’t leave me here by myself. I’m coming too.”

They packed up their food and made their way towards the thick bush. Sure enough there was a narrow path leading up a short slope. At the top of the slope they could see a rocky outline.

“ The cave!” said Paul

“Lisa! Lisa! “ Susan called out. “We’ve come to rescue you!”

There was no answer. They climbed the slope and peered into the cave. Somebody had been staying there. They could see a blanket folded neatly and someone had swept away the sand to make a smooth place to sleep.

“Maybe she has already been rescued,” said Paul

“Nooo,” said Susan thoughtfully. “It looks like she is coming back. It’s too neat.

What’s that noise?”

Suddenly the children were scared. What could it be? Everyone knew that the island was uninhabited by people, but what kind of animals were there? They huddled close together. Then someone stepped into the cave, gasping in surprise as she saw them.

“Who? What?”

“Lisa!” exclaimed Susan.

“How...?? You found my message? I can hardly believe it!” Lisa began to cry. She was so relieved to be found.

The children explained how they had found her note and came at once. Lisa told them how she had fallen off her family’s yacht in a storm. Her family was sailing around the world and now she didn’t know where they were or what had become of them. She thought she had been on the island for two days.

It was dark by now and they decided to sleep in the cave on the island and go back to the mainland the next day.

“What an adventure!” thought Susan as she snuggled up to her brother.

“What will our friends say when we tell them what had happened?”

L.V.

1. Explain any difficult concepts, e.g. why Lisa could see the shape of a rhino from the cave while they could not see it out at sea. Have one learner stand in front facing the class. Standing behind him you can see only the back of his head, but the other learners can see his face. This would be the same for Lisa and the children.

Discuss any difficult vocabulary.

2. Look at Susan's last sentence. Discuss what would happen when they take Lisa home.

Then ask the children to consider: Do they think Lisa will find her parents? What could have happened to them? Remind them that they would naturally want to find her.

Stress that their suggestions must be reasonable and realistic.

Their answers could be evaluated for LO 5, as well as LO 2.

If the answer is completely unrealistic, and doesn't take any known factors into account, it would be rated 1.

If they take into account that Lisa has only been missing for two days and that her parents could have landed elsewhere and are now looking for her - that would be rated 3.

To be rated 5, they would have to have thought of radio contact and that a generalised search would already be in progress.

The children must listen to each other's answers and comment on the likelihood of any of the solutions.

- Work through the planning of the story with the class. Help the learners to develop a logical sequence of events. Let them read the rough copy to a small group. The group members must listen to see if the learner uses the right tense and person. Then they can copy the story neatly and illustrate.

Depending on your time, the stories may be read out aloud to the class or allow learners to swap stories and read each other's silently.

- Introduce the 'th' combination before doing the 'th' worksheet

Encourage the children to find out about early writing in different civilisations. Let them tell the class what they have found out or make a small poster about their findings. Some children could also copy out examples of hieroglyphics or cuneiform for display purposes.

LEARNER SECTION

Content

“ch”

- Read the paragraph with your teacher and underline the “ch” sounds.

The children went to the beach. They took a picnic lunch. There were cheese sandwiches, chocolate cake, cherries and cool drink. First they chased each other, and then they went to swim. The water was deep – right up to their chests.

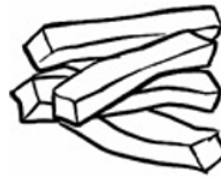
- What other words beginning with “ch” can you think of?



Ch.....



Ch.....



Ch.....



Ch.....



Ch.....



.....ch

- Look at the following groups of words and circle the odd one out:

cash

chin

ship

beach

chop

mash

shin

shot

fish

chat

catch

chest

sheep

lunch

chip

flash

chess

chap

teach

sheet

LO 3.3.3		LO 3.4.2	
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Handwriting

Copy the letters on the line below the example.

I I I I I I I I I I I I

Ii Ii Ii Ii Ii Ii Ii Ii Ii Ii

Ink think fish




I sit in the swimming pool.

When Susan and Paul looked at the map, they decided to go and help Lisa.

- Discuss how they will travel and what they will need to take with them. Make a list of everything they will need.

<u>memo</u>			

- You have made a good list if you remember all these things. If you think of something else of importance you must write down why Paul and Susan will need it.

			
They will take two days.			
They will need food and drink.			
They must have the right clothes			
It will get dark.			
They might need to call for help.			

LO 4.2.1

- When you have finished, look at your list. Do you think your ideas are good? Put a blue tick under the face that shows how you feel about your ideas.
- Discuss your lists with the rest of the class. Now look at your own list. Put a red dot to show what you feel about your list now.

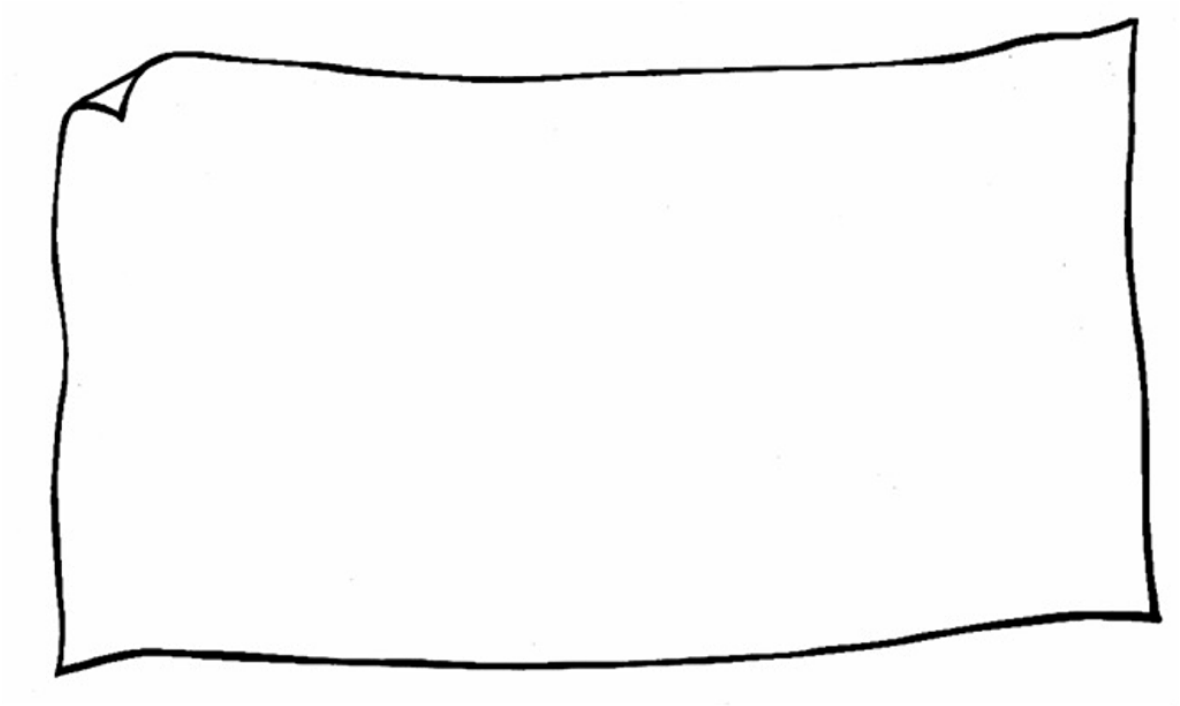
LO 2.4

LO 4.3.1

Paul and Susan could not wait to ask their parents if they could go and help Lisa. They decided to leave a note telling them where they had gone so that

they would not be worried.

What should they say? Pretend that you are Paul or Susan. Write a note to your Mom telling her where you are going.



LO 4.2.1		LO 4.3.1		LO 4.6.2		LO 6.1.1	
-------------	--	-------------	--	-------------	--	-------------	--

Handwriting

Copy the letters on the line below the example.

J J J J J J J J J J

Jj Jj Jj Jj Jj Jj Jj Jj Jj Jj

Jug joke just

Jake Jones jumps in jelly.

Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 recognises single consonants spelled with two letters (consonant diagraphs);

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment:

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner writes for different purposes:

4.2.1 writes drafts and short texts for various purposes

Assessment Standard 4.3: We know this when the learner revises writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions:

4.6.2 uses basic punctuation (capital letters and full stops);

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to spell unfamiliar words.

Animals in the wild - Can animals avoid being eaten?

ENGLISH HOME LANGUAGE

Message in a bottle

EDUCATOR SECTION

Memorandum

To the educator:

Read through the story and make flashcards of any new sight words. Read through with the class, discussing any new concepts.

- Look at the map again. Get the learners to examine the writing on the note.
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Who is Lisa? Child or adult? Why do they say so? What is wrong with it?

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In a later task, when they write their own message, remind them again of the correct use of punctuation.

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“What an adventure!” thought Susan as she snuggled up to her brother.

“What will our friends say when we tell them what had happened?”

L.V.

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Encourage the children to find out about early writing in different civilisations. Let them tell the class what they have found out or make a small poster about their findings. Some children could also copy out examples of hieroglyphics or cuneiform for display purposes.

LEANER SECTION

Content

For you to read:

Daily Herald

SAVED FROM THE SEA

It was a happy day for Lisa Hunt on Thursday 23 May, when two children, Paul and Susan Trent, rescued her from an island.

Lisa had been on a boat with her parents. They were sailing around the world. On Tuesday 21 May the boat was caught in a storm. Lisa was washed off the boat. Luckily she was washed onto the island near the small town, Lester.

Long ago, Lester Island was used by the navy as a storage place. Lisa was able to find an old bottle and send a message to say where she was.

Again Lisa was lucky. Only two days later Paul's sharp eyes spotted the bottle. "It was stuck in some seaweed," said Paul. Together he and Susan set off in their boat to rescue Lisa.

We are happy to say that Mr and Mrs Hunt sailed their damaged boat into Port Alfred harbour yesterday. They were overjoyed to find their daughter safe and sound.

L..V.



LO 3.3.1		LO 3.3.3	
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Handwriting

Copy the letters on the line below the example.

L L L L L L L L L L

l l l l l l l l l l

Leslie Lolly loaf

Lady Lisa loves yellow logs.

Just imagine.....

Imagine that you had an adventure of your own!

Choose a place where your adventure could happen - beach; mountains; park.

Who is with you?

I am alone; my brother or sister; my friend.

If you are alone, always say “I”. If there are two of you, say “we.”

- Pretend that your adventure happened yesterday. Write two sentences to say who and where you are. Begin with:

Yesterday

- Now tell what you were doing when something happened!
- Choose what happened and explain why they were calling or running away.
- You heard someone calling, or you saw a man running away.
- What happened next? What did you do?
- Give your story an ending. Did you save the day?

th

- Underline all the words beginning or ending with “**th**”.

1. The thorns on the rose hurt my thumb.
2. Thank you for this lovely gift.
3. I think you will throw the rubbish away.
4. Both my friends have a bubble bath.
5. I write with those three pens.

- Make a list of all the “**th**” words that you found. Can you think of any others? Write them here and draw the pictures.



LO 3.4.2	
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- Label these pictures correctly.



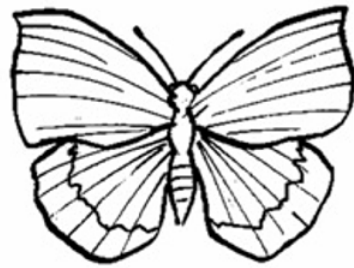
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.....



.....



.....

- Use each one in a sentence. You may write on folio.

LO 3.4.2	
----------	--

Handwriting

Copy the letters on the line below the example.

E E E E E E E E E E

Ee Ee Ee Ee Ee Ee Ee

Eric elves eels

Eleven eggs were eaten.

Assessment

Learning Outcome 3: READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.1 reads with increasing speed and fluency;

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of context;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 recognises single consonants spelled with two letters (consonant diagraphs);

Learning Outcome 4: WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.3 chooses a topic to write about that is personally significant and that is suitable to the learner's age and circumstances;

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.2 forms letters clearly and easily.

Animals in the Wild - Handwriting

ENGLISH HOME LANGUAGE

Animals in the wild

EDUCATOR SECTION

Memorandum

To the educator:

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

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The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Learners learn about adaptation of animals in the wild. They discuss their differences and similarities e.g. eating habits, camouflage, and environments.

The advantages and disadvantages of animals in Zoo's are discussed.

- Phonics: st, ee, oo
- Writing: Cc, Gg, Oo, Qq

INTEGRATION OF THEMES

A HEALTHY ENVIRONMENT

Discuss keeping nature reserves and Zoo's clean. Become sensitive to animals' needs when discussing food cycles and the animals' environment. How does this affect humans?

Enrichment task : Let the learners research camouflage and present their findings to the class. Introduce the idea with the following story and encourage those that are able to find other instances of camouflage.

Introduce the words 'predators' and 'prey'.

When the learners have read the story, let them find or draw a picture of an animal that they like.

Brainstorm vocabulary to describe what the animals look like. Encourage them to have an adjective to describe the animal's head, type of skin and body. Find a special feature of the animal and write about it, for example the cheetah's speed, the lion's strength and teeth, the tortoise's shell. They can also ask at home for any facts that their parents might know.

Emphasise that they are writing non-fiction. The piece can be short and to the point.

LEARNER SECTION

Content

Handwriting

Copy the letters on the line below the example.

C C C C C C C C C C

Cc Cc Cc Cc Cc Cc Cc

Carol catch chip

Can the cat crawl back?

LO 4.7.1

LO 4.7.2

LO 4.7.3

Handwriting

Copy the letters on the line below the example.

G G G G G G G G G G

Gg Gg Gg Gg Gg Gg Gg

George gave girl

Get the great eagle now!

LO 4.7.1

LO 4.7.2

LO 4.7.3

Handwriting

Copy the letters on the line below the example.

O O O O O O O O O O

Oo Oo Oo Oo Oo Oo Oo

Oslo cool ouch too

Oscar owl loves otters.

LO 4.7.1

LO 4.7.2

LO 4.7.3

Handwriting

Copy the letters on the line below the example.

Q Q Q Q Q Q Q Q Q

Qq Qq Qq Qq Qq Qq Qq

Queen quilt quiet

Quick pack the bags!

LO 4.7.1

LO 4.7.2

LO 4.7.3

Assessment

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.1 use handwriting tools and implements effectively;

4.7.2 forms letters clearly and easily;

4.7.3 writes with greater ease and speed as a result of frequent practice.

Heroes

ENGLISH HOME LANGUAGE

Heroes

EDUCATOR SECTION

Memorandum

To the Educator

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

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The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

The different stories of heroes initiate interesting activities for the learners. The term “hero” is discussed and different “heroes” are discussed.

Opportunity is given for research from newspapers and their imagination is stimulated as they create, describe and illustrate their own heroes.

- Phonics:

ea as in leaf

ea as in bread

ea as in ear

ea as in pear

oi and **oy**

integration of themes

- Inclusivity

DISCUSS

- What is a “hero”?
- Who can be a “hero”?
- Can animals also be heroes?

LEANER SECTION

Content

Heroes

Josh and his family were going on a picnic. Everyone was ready to leave. Mom packed a tasty lunch and Dad had his fishing rod. Josh and his sister Ann had toys to play with. As they were leaving, their dog Smarty came running up.

“Can he come too?” said Ann.

“No,” said Dad. “He’ll scare the fish away!”

“I’ll watch him, Dad. Promise!” said Ann.

“All right,” said Dad. “Just hurry up and get into the car”.



When they arrived at the picnic spot, Dad set off for the river. Mom took out her book and told the children to be careful and to keep Smarty away from Dad. Josh and Ann had brought nets. They found a small pool where the water was calm and began looking for fish in the clear. Smarty stayed on the bank and barked when they went into the water.

“He doesn’t like it if we go in too far,” said Ann.



Suddenly Josh slipped on a rock. “Ow!” he said, as he fell into the water. Ann began to laugh and then saw that Josh was crying.

“My ankle! It’s so sore. It must be broken or something.”

“I’ll go and get Dad,” said Ann.

“No. Don’t leave me!” said Josh.

“What else can I do? I have to get help,” said Ann.

“We can shout to him. He’s not far.” Josh was clinging to Ann. They began to shout for their father.



Smarty was worried when the children began shouting. He began barking too. But Dad could not hear them over the sound of the rushing river. Smarty ran back to Dad. He was barking madly. Dad was angry.

“I told you he would scare the fish away. Ann! Come and fetch him!”
Smarty only barked more loudly. Then he picked up the fish that Dad had caught and ran away with it. Dad was furious. He dropped his rod and ran after Smarty.



Smarty ran to the place where he had left the children. They were still calling for their father. Dad rushed to help them.

“Thank goodness you heard us!” said Ann.

“I didn’t!” said Dad. “I was chasing Smarty. He stole my fish.”

“He knew it would bring you to us!” said Ann. “Oh, isn’t he clever!”

“Well, I don’t know ...,” said Dad. He carried Josh out of the water and carried him to the car. Ann ran ahead.

“Mom!” she shouted. “Smarty is a hero! He saved Josh.”

Questions for discussion:

1. How did Smarty save Josh?
2. Do you think he was really calling Dad?
3. Have you ever helped anyone?

In your groups, act out the rescue scene. Think of another way to get Dad to help Josh.

LO 1.1		LO 2.3		LO 3.3	
--------	--	--------	--	--------	--

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, using descriptive language and avoiding repetition.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts.

Heroes - My Hero

ENGLISH HOME LANGUAGE

Heroes

EDUCATOR SECTION

Memorandum

To the Educator

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

The Grade 2 educator also needs to know which work has been covered in Grade 1 so that she can revise, consolidate and re-teach where necessary, before proceeding to the Grade 2 phonics, writing, reading etc. Make sure the learners understand the written instructions on each page. The learners furthermore need to know where and when to go for help when doing written work e.g. finding out how to spell a word etc.

The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

The different stories of heroes initiate interesting activities for the learners. The term “hero” is discussed and different “heroes” are discussed.

Opportunity is given for research from newspapers and their imagination is stimulated as they create, describe and illustrate their own heroes.

- Phonics:

ea as in leaf

ea as in bread

ea as in ear

ea as in pear

oi and **oy**

integration of themes

- Inclusivity

DISCUSS

- What is a “hero”?
- Who can be a “hero”?
- Can animals also be heroes?

Discuss how Smarty was a hero, i.e. doing a brave deed. Often a hero would help without consideration of his own safety. In this respect Smarty was not really a hero, but he was brave because he had to face Dad’s “wrath” in order to be able to save Josh.

Anybody can be a hero if they do something brave – even a dog like Smarty. Because we read about some of the very brave things that people do, we often think that we could never be heroes. Encourage the children to look in the local paper for some brave deeds that ordinary people have done. Let them read or re-tell the tale to the class. Use the following planning sheet.

Sometimes heroic deeds stand out and become part of folklore. Read the following two tales of heroes. Robin Hood has become a legendary hero, but such a character may have existed. Klara Majola is a true tale, which can inspire future generations.

LEARNER SECTION

Content

My hero

1. Who is the hero of your story?

.....
.....

2. Where did the story take place?

.....
.....

3. What did the hero do?

.....
.....

.....
.....

.....
.....

.....
.....

4. Do you think he/she was scared?

.....
.....

- Draw a picture to show what happened.

LO 1.3.5		LO 1.3.6		LO 2.5		LO 3.4.8	
-------------	--	-------------	--	-----------	--	-------------	--

Robin Hood is a folk hero from England. He is supposed to have lived about 800 years ago, yet his story has been re-told in many ways and is still enjoyed by many. He was a thief who stole from the rich to give money to the poor. He has many adventures where he risks his life to help others or to outwit his chief enemy, the Sheriff of Nottingham.

Listen to the story of one of Robin's adventures.

Robin Hood

The Sheriff of Nottingham was holding an archery contest. He hoped that Robin Hood would come to compete. Robin was a very good archer and he was very proud of his skill. He always boasted that there was no one better than he. The contest was held on a market day when there would be lots of people in the town. There would be lots of young men willing to show off and the Sheriff's trained archers would also compete. The prize was a bag of gold.

Robin's band of men who lived with him in Sherwood Forest were afraid.

"It's a trick," they said. "The Sheriff hopes you will come to the competition and then he will arrest you."

"Only if he recognizes me," laughed Robin.

Robin disguised himself as an old man and set off for the competition. His men dressed as if they were local peasants and strolled amongst the people as if they were buying things at the market.

When the competition began, everyone gathered at the field to watch. There were three targets and each man had to fire three arrows. The man who shot the three arrows closest to the centre or bull's eye would be the winner. The Sheriff watched all the men who entered the competition. He was looking for Robin Hood.

The first round was over. Only five men had come close to the target: one old man, two soldiers and two strong young men. After they all had a turn to fire their arrows, only the old man and one of the soldiers were good enough for the final round. The target was moved further away and the two men took turns to fire their arrows. The soldier went first. Both his arrows were in the outer ring of the target and so were the old man's. The soldier took careful aim and his arrow hit the edge of the bull's eye. The soldier threw his bow up into the air, he was so excited.

"Not so fast, soldier!" said the old man. He, too, took careful aim and fired. The arrow hit the target dead on centre. There was a hush and then everyone cheered for no one had any love for the Sheriff's soldiers.

The Sheriff called the winner to the platform where he handed over the bag of gold. "You are a very good archer, old man. I suppose that coward Robin did not appear because he knew he could not beat you!"


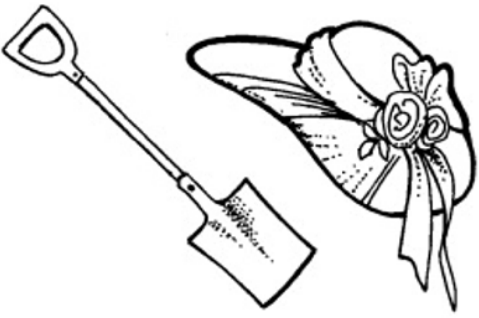
"Oh, but he is here!" exclaimed Robin, as he flung off his disguise. He threw the gold bag into the air and all the gold were scattered among the people. As they scrabbled on the ground looking for coins, Robin leapt off the platform and made his escape through the crowds of people who parted to let him through.

"After him!" yelled the Sheriff. But the soldiers tripped over all the people who were crawling around, looking for the gold coins and Robin got safely away. Once again he had tricked the Sheriff of Nottingham.

- In the first square colour the bull's eye of the target red.
- What do you think an archer is? Draw an archer in the second square.
- What was the prize for winning the competition? Draw it in the third square.
- Do you think a peasant is a person who works on a farm or in the town? In the fourth square circle the spade for a farm worker or a smart hat for a town person.
- How many archers were in the final round of the competition? Draw them in the fifth square.
- In the sixth square draw a picture of the Sheriff's face when Robin Hood takes off his disguise. Think of a word to describe his feelings.

LO 1.2		LO 1.3		LO 1.3.5		LO 2.5.2	
--------	--	--------	--	----------	--	----------	--

- Listen to the instructions and complete each square.

1. 	2.
3.	4. 
5.	6.

LO 1.3.6		LO 2.5.7		LO 5.3.2	
----------	--	----------	--	----------	--

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and commenting on what has been heard, if appropriate;

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.3.5 answers open questions about the oral text;

1.3.6 expresses feelings about the oral text, giving reasons;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to class and group discussions:

2.5.2 takes turns and asks relevant questions;

2.5.7 answers questions and gives reasons for answers;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises an increasing number of high-frequency sight words;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.2 offers explanations and solutions.

Heroes - Klara Majole

ENGLISH HOME LANGUAGE

Heroes

EDUCATOR SECTION

Memorandum

To the Educator

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TIME SCHEDULE FOR THE MODULES 1 – 7

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- Phonics:

ea as in leaf

ea as in bread

ea as in ear

ea as in pear

oi and **oy**

integration of themes

- Inclusivity

DISCUSS

- What is a “hero”?
- Who can be a “hero”?
- Can animals also be heroes?

LEANER SECTION

Content

The story of Klara Majola is based on the true tale of a young girl’s bravery in search of her blind father. Remind the children that it happened about 100 years ago. There were no cell phones or radios to contact each other, no big searchlights to conduct a night search. Farm workers lived in small cottages with gas lamps for light and fires to keep warm in the winter. The story is set in the Koue Bokkeveld, which is renowned for its bitterly cold winters.

Klara Majola

Klara was a little girl who lived on a farm in the Western Cape. Her father was blind and her mother worked in the farmer's house. During the day Klara's father looked after the three children. Klara helped him clean the house and in the afternoon the children would play outside. Klara's father would gather firewood. He didn't go too far because he could not see.

One winter it was very cold. They had used a lot of firewood to keep warm. Klara's father could only find a few pieces of wood for the fire.

"I will have to go further," he said to Klara. "You stay and look after your little brother and sister."

Klara was worried but she did what her father said. It began to get dark. Her mother came home, but her father had not returned.

"I will look for him, Ma," she said. "You better get supper ready." "He can't be too far," said her mother. "How would he manage? Maybe he just sat down until we came to find him. But hurry – it will be dark soon."

Klara thought so too. She put on her coat, because the wind was cold and set off on the path her father had taken.

Much later some farm workers brought Klara's father home. They had found him wandering far from his path.

"But where is Klara?" said her mother. "Didn't you see her?" "I told Klara to wait with the children," said the father. Klara's mother began to cry. "She went to look for you. She's out there in the cold and darkness looking for you."

All night long they waited. In the morning, they saw the frost on the ground. Klara's mother hoped that she had found somewhere warm to spend the night. They checked the other workers' houses and then began to search the farm. Much later they found her poor frozen body. She had curled up against a rock trying to keep warm.

The family was sad. Life would never be the same again. Klara's father never forgot how brave Klara had been and that she had died trying to help him.

LO 3.3		LO 3.3.1		LO 3.4.8	
--------	--	----------	--	----------	--

Say what you think.

Think about these questions. Tell the group or your class what you feel about Klara.

1. What do you think of Klara's bravery? Remember it was the middle of winter and very cold outside. Would you offer to go looking for your father or would you offer to stay at home with your brothers and sisters? Then your mother could go out in the cold.
2. Do you think Klara was lost or did she just give up and lie down expecting her mom to come and find her?

LO 2.3		LO 2.5		2.5.7	
--------	--	--------	--	-------	--

Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, using descriptive language and avoiding repetition.

Assessment Standard 2.5: We know this when the learner contributes to class and group discussions:

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Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.1 reads with increasing speed and fluency;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises an increasing number of high-frequency sight words.

Heroes - Phonics

ENGLISH HOME LANGUAGE

Heroes

EDUCATOR SECTION

Memorandum

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- Phonics:

ea as in leaf

ea as in bread

ea as in ear

ea as in pear

oi and **oy**

integration of themes

- Inclusivity

DISCUSS

- What is a “hero”?
- Who can be a “hero”?
- Can animals also be heroes?

Read the poem to introduce the idea of superheroes.

Most children are more aware of superheroes from film and television. Let them draw a picture of their favourite superhero or create their own. They must give their hero special powers and remember to draw a character that looks as if he can do what they propose. For example, if he is strong then he must have big muscles, etc. Then let them write a description of the hero and what he does with his special powers. Build a word bank of words suitable to describe face and body. Encourage the children to use adjectives for the different body parts.

LEARNER SECTION

Content

Fantastic Brat

Did you see that flash which passed you by?

Did something suddenly catch your eye?

It wasn't a bird or even a gnat

It was quite simply The Fantastic Brat.

Wherever crime lurks or danger is near

In supersonic clothing, she'll suddenly appear

With X-ray vision, her sight's incredible

Seeing through walls as if they're invisible

She can hear a whisper, spoken in America

Her sense of smell is even better.

She has super powers to help those in trouble.

Any poor soul – she's there on the double!

Helping little Jenny when she lost her purse

Cracking down on criminals who've gone from bad to worse.

So if you need help or trouble's where you're at

There's only one name to remember and that's Fantastic Brat!

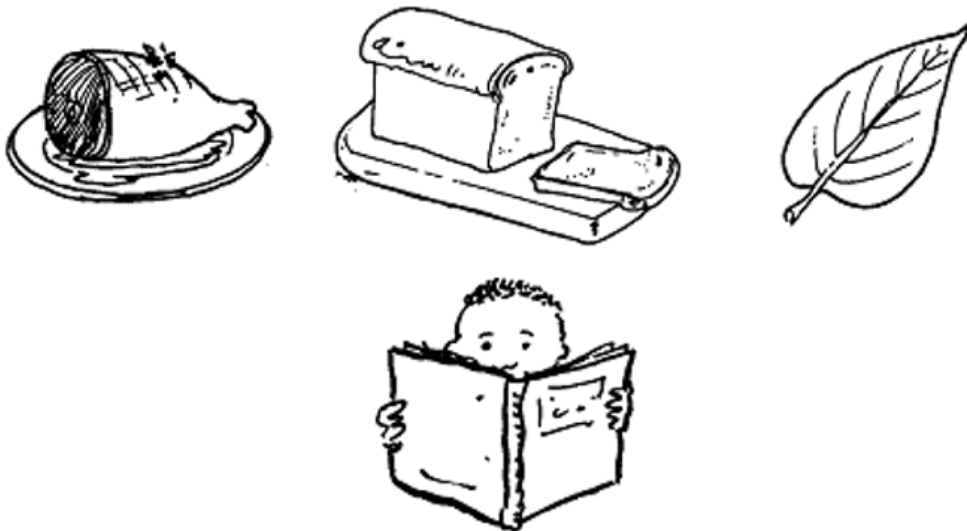
LO 1.3		LO 2.5		LO 4.1.1		LO 4.6	
--------	--	--------	--	----------	--	--------	--

Phonics

Ea as in leaf and ea as in head

- Some sounds are spelled the same but pronounced differently.
- *EA* can sound like the ea in leaf or the ea in head.
- Sort the following words into the correct columns.

meat, bread, leaf, bead, lead, read.



- A person who can't hear is deaf.
- I will have coke instead of juice.
- My mother kneads the dough to make bread.

--	--	--	--	--	--	--	--

LO 3.4.1		LO 3.3.3	
----------	--	----------	--

When *r* comes after *ea* the sound changes:

hear, ear, year, fear, rear.

1. I use my to
.....

2. Next we will be in grade
three.

3. The back of the car is the
.....

4. When I am afraid, I am full of
.....

- .Don’t forget these tricky ones that rhyme with “hair”.

pear, wear.

LO 3.3.3		LO 3.4.1	
----------	--	----------	--

Phonics

Oi and oy

- Label the pictures using the correct oi or oy sound.



"The king is (royal)."

LO 3.4.1		LO 4.5.2		LO 6.2.1	
----------	--	----------	--	----------	--

- Choose the correct word for each sentence.

1. The bomb will destroy / destroi

.....

the town.

2. I get cross when my mom spoils / spoyls

.....

my sister.

3. When I am cross, I am annoyed / annoyed

.....

4. Troy / Troi was the name of an ancient city.

5. I think friends should be loyal / loial

.....

- But how would you say this word: **choir**?

LO 3.4.1		LO 3.4.8	
----------	--	----------	--

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner contributes to class and group discussions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.1 recognises that the same sound can be spelled in different ways;

3.4.8 recognises an increasing number of high-frequency sight words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 participates in group brainstorming activities to get ideas for writing;

Assessment Standard 4.5: We know this when the learner builds vocabulary and spells words independently:

4.5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;

Assessment Standard 4.6: We know this when the learner uses appropriate grammatical structures and writing conventions;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts;

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 spells familiar words correctly.

Space Adventure

ENGLISH HOME LANGUAGE

Space Adventure

EDUCATOR SECTION

Memorandum

To the Educator

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

The Grade 2 educator also needs to know which work has been covered in Grade 1 so that she can revise, consolidate and re-teach where necessary, before proceeding to the Grade 2 phonics, writing, reading etc. Make sure the learners understand the written instructions on each page. The learners furthermore need to know where and when to go for help when doing written work e.g. finding out how to spell a word etc.

The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Learners are introduced to space, the moon, plants, astronauts etc. Creativity is developed by means of a story and the learners respond by writing a series of fictional paragraphs.

Non-fiction passages supply the knowledge presented about space at this stage.

- Phonics: **ay** and **ai**, **ar** and **or**

Integration of themes

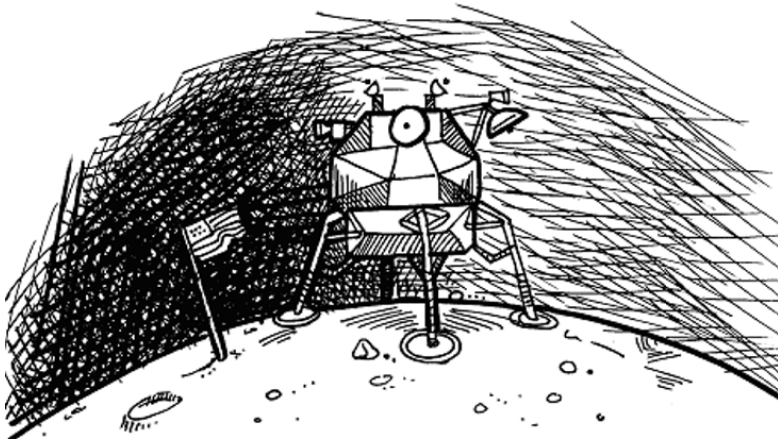
- Social justice

Discuss attitudes towards people / living beings of other cultures and origins. How are we the same / different?

LEANER SECTION

Content

My name is Spunky. I live on the moon. The moon travels round a planet called Earth. One day a very exciting thing happened. A strange machine landed in our back garden and little creatures climbed out of it. They walked around and put a stick in the ground. We watched them for a while. My brother, Zooty, wanted to talk to them but Mom called us inside. When we went out again, they had gone. We were so upset.



After that we kept looking out for them. Mom did not believe us. She told us that we were imagining things. But one day we saw another machine. We were ready and waiting when it landed. I rushed out shouting, “Hello! Welcome to the moon!”

LO 3.3.1	
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Zooty had made a banner. It said, “Welcome to our home!”.

The creatures turned and ran back to their machine.



Zooty picked it up. “Now Mom will have to believe us!” he said.

LO 1.1		LO 1.2		LO 1.3.5		LO 1.3.6		LO 3.3.1	
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- How well did you understand?

1. Who landed on the moon?

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2. Who was watching the creatures landing on the moon?

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3. Were the creatures happy to see Spunky and his brother? How do you know?

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4. Draw a picture to show what you think Spunky and his brother look like.



LO 1.1		LO 1.2		LO 1.3.5		LO 1.3.6	
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The visitors stay

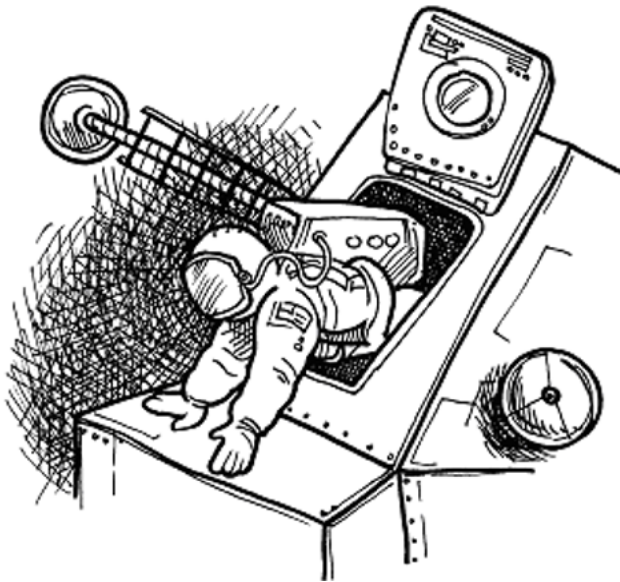
Mom was amazed to see the tiny creatures in their machine. She told us to be careful. “Watch out that they don’t bite!” she said.

We put the machine on the table and tried to open it. The door was too tiny for our fingers. Zooty wanted to smash it.

“No! “ I said. “You may hurt them.”

We had a pet portle. It has tiny fingers. The portle was able to open the door. The creatures were still hiding inside.

We put some food outside the door and went away. We hid out of sight and waited. After a while they crawled out. They looked very strange.



LO 3.3.1	
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As we watched they began to undo their bodies. It seemed as if they had two skins. They tried our food and made strange noises. Zooty was sad. “That’s how they speak,” he said. “They won’t understand us. That’s why they are so scared. They think we will hurt them.”

“And we are so big!” Then I had an idea. I crouched down as small as I could and crawled up to the table. Only my eye showed over the edge. I

hummed a little song.

The creatures didn't run into their machine. They nodded their heads and hummed back to me. I was so happy that I wanted to laugh.



The creatures made some signs with their arms and went back into their machine. One came out and left a small box on the table. He made more signs and went back into the machine. Zooty began crying. "They want to go away again," he said. I thought so too. They really didn't belong here.

LO 3.3.1	
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We took the machine out again and left it on the ground. We watched it as it flew off again, back to the planet Earth.



Zooty was still crying when we went back inside. Our pet portle was playing with the box. Suddenly noises came out of it. It was like our humming but with their words. When it finished, we found the button and the sound played again. We played it so often that soon we knew the words. Now we can't wait for another machine to come and then we will sing to the creatures!

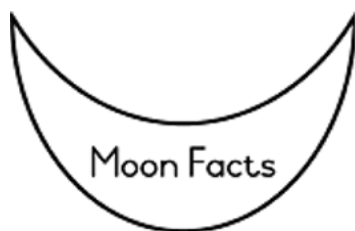


Questions for group discussion:

1. What was the creature's second skin?
2. Do you think the moon people, Spunky and Zooty, wore clothes?
3. What was the box that the creatures left behind?
4. Do you think Spunky and Zooty did the right thing when they let the creatures go? Do you think moon creatures would really be so kind.
5. Would they ever see them again?

Could this story be true?

Was it a good way to end the story? Why?



Listen to these facts about the moon. Now read the following facts and say which are true or false.

- People cannot breathe on the moon because there is no air.
- The moon travels around the sun.
- There is no water on the moon.
- It takes 28 days for the moon to travel around the earth.

LO 2.3		LO 2.4.2		LO 2.4.3	
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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions;

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and commenting on what has been heard, if appropriate;

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:

1.3.5 answers questions about the oral text;

1.3.6 expresses feelings about the oral text, giving reasons;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.3: We know this when the learner creates and tells stories with a beginning, middle and ending, using descriptive language and avoiding repetition.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions:

2.4.2 takes turns and asks relevant questions;

2.4.3 suggests and elaborates ideas;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts.

3.3.1 reads with increasing speed and fluency.

Space Adventure - Phonics

ENGLISH HOME LANGUAGE

Space Adventure

EDUCATOR SECTION

Memorandum

To the Educator

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TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Learners are introduced to space, the moon, plants, astronauts etc. Creativity is developed by means of a story and the learners respond by writing a series of fictional paragraphs.

Non-fiction passages supply the knowledge presented about space at this stage.

- Phonics: **ay** and **ai**, **ar** and **or**

Integration of themes

- Social justice

Discuss attitudes towards people / living beings of other cultures and origins. How are we the same / different?

Moon Facts

The moon revolves around the Earth. It takes 28 days to travel around the Earth. We cannot see the moon by day because of the brightness of the sun, but sometimes we are able to see it. The Earth is six times bigger than the moon.

There is no water or air on the moon. The astronauts who travel there in their spacecraft, have to wear spacesuits when they walk on the moon. They carry air tanks just like divers who go underwater. Because the gravity is not so strong on the moon, the astronauts are lighter and have to wear heavy shoes to keep them firmly on the surface of the moon. Because there is no air or water, there cannot be wind or rain and nothing can grow on the moon. The footprints from the astronauts who have walked on the moon will always remain there.

Introduce the ay and ai sounds. Build up lists of words with these sounds. Explain that ay usually occurs at the end of a word.

LO 1.3.2

LEANER SECTION

Content

Phonics

Choose **ay** or **ai** to complete the following words:

1. The tr _ _ n left the station.
2. We went to pl _ _ with a friend.
3. I will p _ _ nt a picture of the sea.
4. What d _ _ is it tomorrow?
5. Take an umbrella. It m _ _ r _ _ n .
 - Label each picture using the correct ay / ai sound.



- The following words are jumbled. Sort the letters to spell the words correctly.

Intsa
Liam
Dya
Nipa
Nali

- Pretend that you were the creatures from Earth that landed on the moon.
- Describe your journey to the moon. Begin like this 5, 4, 3, 2, 1 Blast off. Here we go. Off to the moon.

I feel

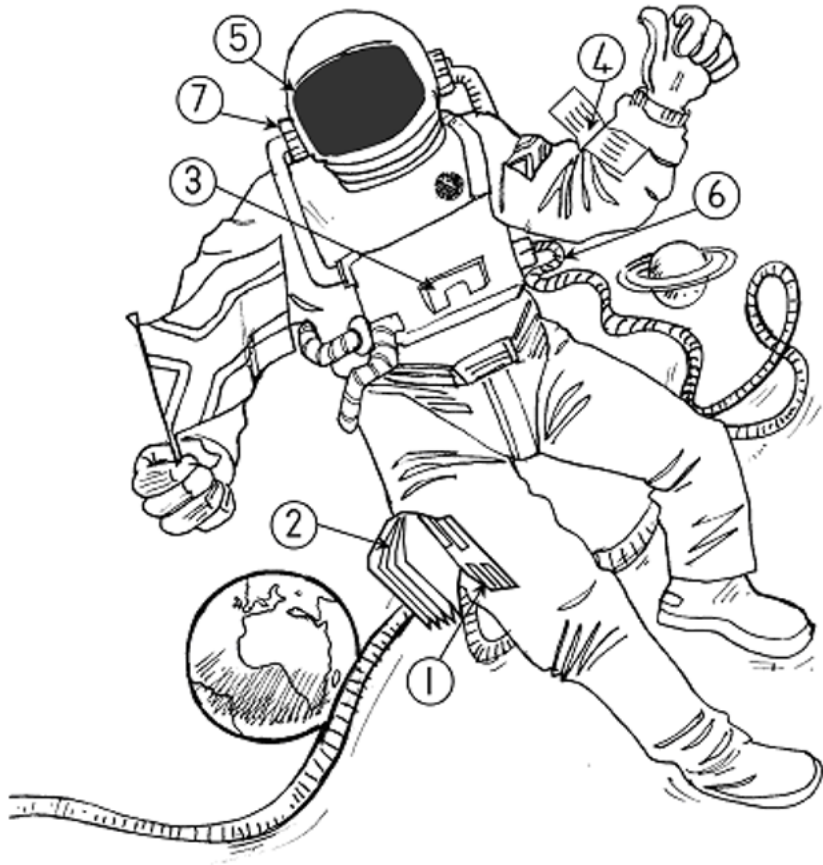
I can see

LO 4.1		LO 4.2.1		LO 4.3.1		LO 4.5.2	
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- We are about to land on the moon. Spunky and Zooty are there, hoping to make friends. What do you think when you see them? Remember, Spunky said that you ran back into your spaceship. What do you think when he picks you up? Try to describe what Spunky looks like.
- In the story Spunky makes friends with the creatures from Earth by humming and then he lets them go back to Earth. What will happen to you? Write what happens here.

Spunky thought that the creatures had two skins because he saw the creatures taking off their space suits. Look at the picture of an astronaut's suit. Discuss the picture with your teacher. See if you can label the picture correctly.

You can't see the astronaut's space underwear. This is a cooling suit, which they wear next to their skin because they get very hot inside the spacesuits. The material has a network of tubes filled with water, which helps the astronaut not to get too hot.



LO 4.1.1		LO 4.8	
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1. Cooling suit under spacesuit
2. Layers of material in spacesuit
3. Controls for the suit. The display panel shows if the suit is working properly. If he is running short of oxygen or water, lights will start flashing.
4. Notebook.

5. Space helmet with a dark visor to keep out the sun’s ultra-violet rays. The astronauts wear a special cap underneath it with a microphone and headphone.

6. Portable life support system. This backpack has all his supplies of water and oxygen which he would need for six hours.

7. Manned Manoeuvring Unit . This is a sort of engine, which helps the astronaut move around in space. It has 24 small jets, which push him along.

What would happen if the astronaut didn’t wear heavy boots to walk on the moon?

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Do you think astronauts can really take off their suits when they are on the moon?

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LO 5.3.1		LO 5.3.2		LO 5.3.3		LO 5.3.4	
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Assessment

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 participates in group brainstorming activities to get ideas for writing;

Assessment Standard 4.2: We know this when the learner writes for different purposes;

4.2.1 writes drafts and short texts for different purposes:

Assessment Standard 4.3: We know this when the learner revises own writing:

4.3.1 discusses own and others' writing to get or give feedback;

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.2 spells common words correctly;

Assessment Standard 4.8: We know this when the learner writes captions for pictures.:

Learning Outcome 5: REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.1 asks questions and searches for explanations;

5.3.2 offers solutions and alternatives;

5.3.3 uses knowledge about variety of text sources to choose relevant materials, and is able to give reasons for the choice;

5.3.4 uses simple strategies for getting and recording information (e.g. library search with help of adult or older learner).

Space Adventure - Our Solar System

ENGLISH HOME LANGUAGE

Space Adventure

EDUCATOR SECTION

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LO 1.3.2

LEANER SECTION

Content

Our Solar System

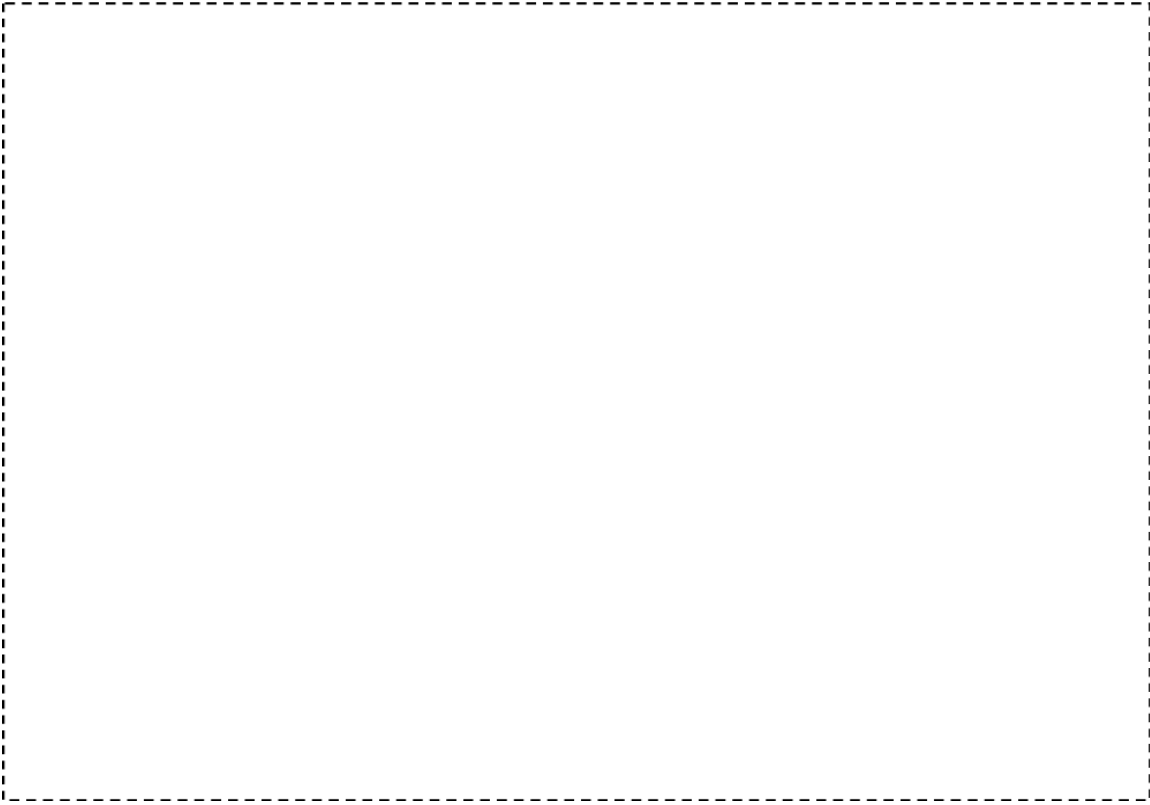
Earth is one of nine planets revolving around the sun. The other planets are Mercury, Mars, Venus, (all about the same size as Earth) Jupiter, Saturn, (giant planets) Uranus, Neptune (a bit smaller) and Pluto (almost the same size as Earth). Try to find out more about one of the planets and tell your class about it.

1. Give the name of the planet
2. Give its position in our solar system and how long it takes to revolve around the sun
3. What is it made of?
4. Name some special features.

Make a poster of the information you have found about the planet.

LO 4.1.1		LO 5.3.3		LO 5.3.4	
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Listen to the information of the position of the planets and draw them in the correct order. Remember Pluto, Earth, Mars, Mercury and Venus are all about the same size. Jupiter and Saturn are very big, but not bigger than the sun. Neptune and Uranus are middle-sized.



LO 1.3.4	
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Read the excerpt about the position of the planets. After a second reading, allow the children to draw the sun in the centre. Read the position of each planet in relation to the sun and each other. Write the names on the board so that the children can write them in on the diagram

The planets

Pluto is the coldest planet and furthest from the sun. Earth is the third planet from the sun. It has air and water and can support life. The hottest planet is Mercury. Venus lies between Mercury and Earth. We can see it from Earth just after sunset. It is usually the first and brightest star that we can see. It is

also called the Evening Star. Neptune lies just before Pluto. It has two moons. If you travelled towards the sun from Earth, you would pass one planet before coming to the largest planet, Jupiter. Mars has a red colour. It comes after Earth. Saturn has five rings around it. It is found between Jupiter and Uranus. Saturn is nearly as big as Jupiter. Uranus comes after Saturn but before Neptune. It seems to be spinning on its side. It is mostly made of liquid and gases like Jupiter and Saturn.

LO 1.1		LO 1.2	
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- Read the following nursery rhyme. Nursery rhymes are usually very old and have been passed down by mothers to their children. Sometimes they are meant as a lullaby to put babies to sleep. Sometimes they are short poems, which play around with words. Then they do not always make sense. The important part is the rhyming.

The Man in the Moon

The man in the moon came tumbling down

To ask the way to Norwich

He went by the south and burnt his mouth

By eating cold plum porridge.

(Pronounce Norwich so as to rhyme with porridge)

- Write out a nursery rhyme, which you enjoy. You can also try to make up your own. Illustrate your rhyme and read it to the class. Remember to read it with expression!

LO 2.4		LO 3.4.6		LO 3.5		LO 4.5.1	
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ar and or

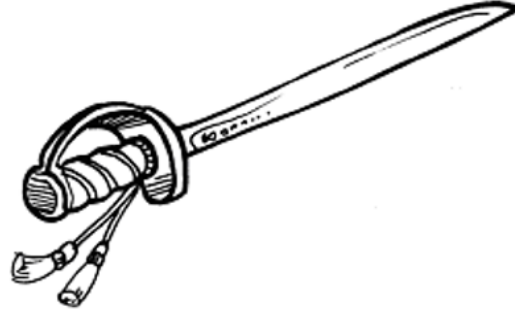
- Find the rhyming partners for the following words:

Car
Part
Arm
Hard
Starve

- Choose from these words:

Harm, tar, start, carve, card.

- Label these pictures with the following ‘or’ words:



• Fill in ‘**ar**’ or “**or**” to correct these sentences:

1. The __ _phan has no parents.
2. The Knave of Hearts ate the t__ _ts.
3. I play sp__ _t after school.
4. Sm__ _ties are my favourite sweet.
5. I will use my t__ _ch to see in the d__ _k.

Can you spot the odd one out?

Art, part, heart, start.

Why doesn't it fit in? They all sound the same!

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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions;

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and commenting on what has been heard, if appropriate;

Assessment Standard 1.3: We know this when the learner songs and other oral texts and shows understanding:

1.3.4 communicates back a sequence of events or ideas in the oral text;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions:

2.4.2 takes turns and asks relevant questions;

2.4.3 suggests and elaborates ideas;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts.

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of the text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.1 recognises vowel sounds spelled with two letters;

3.4.6 recognises known rhymes;

Assessment Standard 3.5: We know this when the learner reads for information and enjoyment.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.1: We know this when the learner uses pre-writing strategies to initiate writing:

4.1.1 participates in group brainstorming activities to get ideas for writing;

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.1 experiments with words drawn from own language experiences;

Assessment Standard 4.8: We know this when the learner writes captions for pictures.:

Learning Outcome 5:REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.3 uses knowledge about variety of text sources to choose relevant materials, and is able to give reasons for the choice;

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Holiday Fun - Rollercoaster Ride

ENGLISH HOME LANGUAGE

Holiday Fun

EDUCATOR SECTION

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TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Learners are introduced to this module by means of a poem called “Roller Coaster”. They create their own poem by following the careful instructions given.

Ways in which to spend holidays are explored through passages prepared for reading, discussion and writing activities.

- Phonics: The fairy **e** as it changes

Hat into hate

Robe into robe

Cub into cube

- Writing: **Hh, Kk, Pp, Bb**

Integration of themes

- A healthy Environment

Keep all public places litter-free.

- **Human Rights** and **Social Justice**

Respect one another – stand in queues, be polite, say thank you and please.

- Inclusivity

Funfairs and amusement parks should be made available to all.

Read the poem to the children and discuss it before they receive the written version. Ask questions to elicit the following information : main idea, details and sequence of the ride, feelings about the ride. Let them try to act out a roller coaster ride. Discuss their fairground experiences or exciting rides. Build up a word bank of "exciting" words. Let the children try to write their own poem/paragraph about an exciting ride.

Firstly let them write five “good” sentences about a ride.

The first line tells what is happening.

Second line tells what they are doing (e.g. hanging on for dear life!).

Third line tells what they are feeling (excited or petrified).

Fourth line ends the ride.

Last line tells the feeling now (relief /disappointment, etc.).

Now let them re-write it as a short poem, where they use the "important" words.

For example:

I am riding on the swing aeroplanes. : Riding on the swings

I'm holding ever so tight . : Holding ever so tight

I'm so scared that the swing will fall off. : Scared of falling

I'm coming to a stop now : Slowing down and stopping

I'm so glad it's over. : Smiling that it's over.

As the children write they may want to include other things rather than follow the frame. They may also find that they alter the sentence for their poems. When the exercise is complete, let them compare the punctuation, i.e. the correct punctuation for sentences and the looser structure in their “poems”. Then let them read their simple poems to the class.

LO 2.2LO 4.2.1

LEANER SECTION

Content

Roller coaster ride

Wheeeeeeee

Whoooooosh

Up and down

I can't wait to go on the roller coaster!

It starts off slow

The wheels barely turning

And chugs up that first steep hill

It pauses at the very crest until

Whooooosh

Down it swoops

And leaves your tummy at the top!

But it doesn't stop there

It's still speeding on - around and around

In screeching circles

Oh will it never stop?



A quiet stretch

On the straight and getting ready

Loop the loop is next!

Shriek and scream

Upside down!!!! And then the right way up!

One last gentle corner and the car comes to a halt.

I'll have no voice left from all that screaming

My heart will beat like a drum

But I can't wait to ride on the roller coaster!

Yay! It's the holidays.

" I'm so glad we're on holiday," said Greg. " I'm going to ride my bike every day."

" I'm going to stay with my gran," said Luke.

" I don't like going away. I miss my friends. When are you going?" said Greg.

" Only on Monday. So we can still play together this weekend. Did you see that there is a fun fair at the high school? My mom says she will take us."

" Great!" Greg shouted. " I'll ask my mom right away."



That afternoon the two boys went to the funfair.

"I want to go on the Dodgem cars first." Greg was very excited.

" Right, " said Luke. "Then I want to go on that thing with spider arms."

" What's that called?" asked Greg.

" I don't know, but it looks fun!"

The boys had a wonderful time. They went on the Roaring Rocket, the Octopus, the Whirly Girly and the giant Ferris Wheel. They went to the game stalls. They shot balloons and threw balls at targets. They ate popcorn and ice cream. At last, Luke's mom said that she had spent all her money and they set off for home.

That night Luke and Greg were so tired that they fell asleep straight after supper!

LO 3.1.1		LO 3.3.4	
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- How well did you read?
1. Do you think that the boys go to school? Say why.
.....
.....
 2. Where did they go that afternoon?
.....
.....
 3. What rides did they go on?
.....
.....
 4. What do you think a Whirly Girly is? Draw what you think.

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.....



LO 1.3.5		LO 4.6	
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- Have you been to an amusement park or fairground? What did you like best? Write about your visit.

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LO 3.2.1		LO 4.6.6	
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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts and shows

understanding:

1.3.5 answers questions about the oral text;

Learning Outcome 3: READING & VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner reads a story on own or with the teacher and

3.2.1 identifies key details;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.4 uses self-correcting strategies e.g. re-reading. pausing, practising a word before saying it aloud;

Learning Outcome 4: WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions;

4.6.6 uses some informational text structures.

Holiday Fun - All the moves

ENGLISH HOME LANGUAGE

Holiday Fun

EDUCATOR SECTION

Memorandum

To the Educator

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

The Grade 2 educator also needs to know which work has been covered in Grade 1 so that she can revise, consolidate and re-teach where necessary, before proceeding to the Grade 2 phonics, writing, reading etc. Make sure the learners understand the written instructions on each page. The learners furthermore need to know where and when to go for help when doing written work e.g. finding out how to spell a word etc.

The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Learners are introduced to this module by means of a poem called “Roller Coaster”. They create their own poem by following the careful instructions given.

Ways in which to spend holidays are explored through passages prepared for reading, discussion and writing activities.

- Phonics: The fairy **e** as it changes

Hat into hate

Robe into robe

Cub into cube

- Writing: **Hh, Kk, Pp, Bb**

Integration of themes

- A healthy Environment

Keep all public places litter-free.

- **Human Rights** and **Social Justice**

Respect one another – stand in queues, be polite, say thank you and please.

- Inclusivity

Funfairs and amusement parks should be made available to all.

Read the poem to the children and discuss it before they receive the written version. Ask questions to elicit the following information : main idea, details and sequence of the ride, feelings about the ride. Let them try to act out a roller coaster ride. Discuss their fairground experiences or exciting rides. Build up a word bank of "exciting" words. Let the children try to write their own poem/paragraph about an exciting ride.

Firstly let them write five “good” sentences about a ride.

The first line tells what is happening.

Second line tells what they are doing (e.g. hanging on for dear life!).

Third line tells what they are feeling (excited or petrified).

Fourth line ends the ride.

Last line tells the feeling now (relief /disappointment, etc.).

Now let them re-write it as a short poem, where they use the "important" words.

For example:

I am riding on the swing aeroplanes. : Riding on the swings

I'm holding ever so tight . : Holding ever so tight

I'm so scared that the swing will fall off. : Scared of falling

I'm coming to a stop now : Slowing down and stopping

I'm so glad it's over. : Smiling that it's over.

As the children write they may want to include other things rather than follow the frame. They may also find that they alter the sentence for their poems. When the exercise is complete, let them compare the punctuation, i.e. the correct punctuation for sentences and the looser structure in their “poems”. Then let them read their simple poems to the class.

LO 2.2LO 4.2.1

LEANER SECTION

Content

Roller coaster ride

Wheeeeeeee

Whoooooosh

Up and down

I can't wait to go on the roller coaster!

It starts off slow

The wheels barely turning

And chugs up that first steep hill

It pauses at the very crest until

Whooooosh

Down it swoops

And leaves your tummy at the top!

But it doesn't stop there

It's still speeding on - around and around

In screeching circles

Oh will it never stop?



A quiet stretch

On the straight and getting ready

Loop the loop is next!

Shriek and scream

Upside down!!!! And then the right way up!

One last gentle corner and the car comes to a halt.

I'll have no voice left from all that screaming

My heart will beat like a drum

But I can't wait to ride on the roller coaster!

Yay! It's the holidays.

" I'm so glad we're on holiday," said Greg. " I'm going to ride my bike every day."

" I'm going to stay with my gran," said Luke.

" I don't like going away. I miss my friends. When are you going?" said Greg.

" Only on Monday. So we can still play together this weekend. Did you see that there is a fun fair at the high school? My mom says she will take us."

" Great!" Greg shouted. " I'll ask my mom right away."



That afternoon the two boys went to the funfair.

"I want to go on the Dodgem cars first." Greg was very excited.

" Right, " said Luke. "Then I want to go on that thing with spider arms."

" What's that called?" asked Greg.

" I don't know, but it looks fun!"

The boys had a wonderful time. They went on the Roaring Rocket, the Octopus, the Whirly Girly and the giant Ferris Wheel. They went to the game stalls. They shot balloons and threw balls at targets. They ate popcorn and ice cream. At last, Luke's mom said that she had spent all her money and they set off for home.

That night Luke and Greg were so tired that they fell asleep straight after supper!

LO 3.1.1		LO 3.3.4	
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- How well did you read?
1. Do you think that the boys go to school? Say why.
.....
.....
 2. Where did they go that afternoon?
.....
.....
 3. What rides did they go on?
.....
.....
 4. What do you think a Whirly Girly is? Draw what you think.

.....
.....



LO 1.3.5		LO 4.6	
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- Have you been to an amusement park or fairground? What did you like best? Write about your visit.

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LO 3.2.1		LO 4.6.6	
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Assessment

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Learning Outcome 4: WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions;

4.6.6 uses some informational text structures.

Holiday Fun - ames

ENGLISH HOME LANGUAGE

Holiday Fun

EDUCATOR SECTION

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Hat into hate

Robe into robe

Cub into cube

- Writing: **Hh, Kk, Pp, Bb**

Integration of themes

- A healthy Environment

Keep all public places litter-free.

- **Human Rights** and **Social Justice**

Respect one another – stand in queues, be polite, say thank you and please.

- Inclusivity

Introduce 'fairy e', and explain how the sound changes when 'e' is added e.g. hat - hate. cub - cube. rob - robe, etc.

Give sentences where the word is used and let the learners re-write the sentence choosing the correct word.

For example:

I wear a hat/hate on my head.

I hat/hate eating cabbage.

Build lists of words for the learners to practise.

The following instructions build a lotto game for the learners to play and practise 'fairy e' sounds.

LO 3.4.9

Listening Skill

Give the learners an A4 sheet of paper and give the following instructions. Warn them that you will give the instruction and then you will repeat it only once more, so they must listen very carefully.

You could also demonstrate the folding.

Fold the paper in half lengthwise, like this. Rule a line over the fold mark.

Using your ruler, measure 10 cm from the top of the page and make a mark on the left hand side of the page and again on the right hand side. Rule across the page on the 10 cm marks.

Turn the page around and repeat the instruction. Your page should now have six blocks.

- In the top left hand block, draw a picture of a cake.
- In the top right hand block, draw a picture of a rope.
- In the middle left hand block, draw a picture of a bike.
- In the middle right hand block, draw a picture of a flute.
- In the bottom left hand block, draw a picture of Eve (as in Adam and Eve).
- In the bottom right hand corner, choose any word that has a sound that they have learnt and draw a picture of it.
- Colour in the pictures.

LO 1.1

When the children have finished, the sheet may be used for a game of lotto. Read some of the words from your list of “fairy e” words. The children must write them in the block so that they have the same sound as the picture

in the block, e.g. 'hate' will be in the block where the cake has been drawn. The children should all have a different sound in their sixth block. When you have called enough words to have two in each block, call out some of the sounds you have learnt earlier in the year. If someone has a matching sound, they have won the game.

Rainy day games:

Ask the children what games they play when they have to be indoors.

If any of them have board games, ask them to bring them to school. Let them have a session where they play with the games. They can teach each other how to play. Walk around the groups and listen to the instructions and help to clarify where necessary.

In a class discussion, work out a format for telling someone how to play a game.

For example:

1. Object of the game
2. Procedure
3. Rules and penalties
4. Scoring

Let each learner choose a game. As a class, follow your format and explain how it is played - use bullet points. The learners can then use these as notes to 'teach' a partner how to play the game. Use the following sheet as a guide to the process.

LO 1.3.4 LO 2.1

LEARNER SECTION

Content

Name of the game:

.....

Aim of the game:

.....

.....
.....

You need:

.....
.....
.....

How to play:

-
.....
-
.....
-
.....
-
.....
-
.....

How to score:

.....
.....
.....
.....
.....
.....

.....

Have I explained the game well?						
I explained how to play:						
	once		twice		three times	
My partner enjoyed the game			My partner kept asking me what to do			

- Put a tick in the box to show how many times you had to explain.
- Put a tick in the box to show how your partner understood the instructions.

LO 4.5.1		LO 4.6.2		LO 6.2.1		LO 6.3.4	
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- Did children always play?
- Read the following information about playing.

Children learn through playing. Think how you spent most of your time in pre-primary. You played every day, but the teachers chose games that would help you learn.

Long ago, children had to learn to do the jobs that their parents did. Little boys would play near their fathers as they worked and they would start

learning how to do that kind of work. If the father was a carpenter, he might make a small saw for his son to use and then the boy would play with that. At the same time, he was learning how to saw.

The girls would watch their mothers and copy them. That is why so many girls played with dolls. Their most important job was to bring up the children.

In poor families there was not much time to play because the children had to help the adults with the work.

If the family was rich, then they had time to play and the parents would have toys made for them. Most toys were made of wood.

We know what early Egyptians' toys were like because they have been found in the pyramids. Some of the games have also been drawn on the walls in the tombs. They played a game similar to checkers or chess called Senet. The pictures also show children playing other games.

Now there are so many toys to choose from. Make a shopping list of toys that you would like your mum to buy. Call it your Wish List. You can decorate the border of your page with pictures of all the toys you would like.

LO 3.3.1		LO 3.3.4	
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Assessment

Learning Outcome 3: READING & VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.1 reads with increasing speed and fluency;

3.3.4 uses self-correcting strategies e.g. re-reading. pausing, practising a word before saying it aloud;

Learning Outcome 4: WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.5: We know this when the learner builds vocabulary and starts to spell words so that they can be read and understood by others:

4.5.1 experiments with words drawn from own language experiences;

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions;

4.6.2 uses basic punctuation (capital letters and full stops);

Learning Outcome 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.1 spells familiar words correctly;;

Assessment Standard 6.3: We know this when the learner works with sentences:

6.3.4 uses simple past, present and future tenses correctly.

Holiday Fun - Handwriting

ENGLISH HOME LANGUAGE

Holiday Fun

EDUCATOR SECTION

Memorandum

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LO 1.1

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LO 1.3.4 LO 2.1

LEARNER SECTION

Content

Handwriting

Copy the letters on the line below the example.

H H H H H H H H H

Hh Hh Hh Hh Hh Hh

Help Harold hens

Have you hit the hippo?

Handwriting

Copy the letters on the line below the example.

K K K K K K K K K

Kk Kk Kk Kk Kk Kk Kk

Karate koala kiss

Kate is kind to kids.

Handwriting

Copy the letters on the line below the example.

P P P P P P P P P P

Pp Pp Pp Pp Pp Pp Pp

Poppy please pets

Put the plate on top.

Handwriting

Copy the letters on the line below the example

B B B B B B B B B

Bb Bb Bb Bb Bb Bb Bb

Bobby blow Belgium

Build the best barn for him.

LO 4.7	
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Assessment

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility.

Giants - Jack and the Beanstalk (1)

ENGLISH HOME LANGUAGE

Giants

EDUCATOR SECTION

Memorandum

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Jack and the Beanstalk introduce the learners to the concept of giants, gigantic buildings, animals and whales.

Interesting activities including riddles, class discussions and listening activities are developed around the theme of “Giants”.

- Phonics: Revise or, **ar** and the silent **e** at the end of a word.

oor as in door

ar + **e** as in ware

ou and **ow**

Integration of themes

- a Healthy environment

Discuss the reasons why some animals become extinct. How can this be prevented?

- Human rights

Our heritage (buildings, country, customs) need to be preserved. Give reasons why this is necessary.

LEARNER SECTION

Content

- Read the following story.

Jack and the Beanstalk (1)

Once upon a time there was a boy named Jack who lived with his mother. They were very poor and finally their money ran out. Jack's mother decided to sell their cow. Then they would be able to buy some food.

Jack took the cow to the market. On the way he met a man who wanted to buy the cow.

"I will pay you five beans for her," he said.

"Five beans!" exclaimed Jack.

" Well, they are magic," explained the man.

Jack took the beans and handed over the cow. Then he returned home. His mother could not believe her eyes. She threw the beans out of the window in disgust.

"Now we'll starve!" she said.

The next morning a beanstalk had grown where the beans had fallen. Jack ran and began to climb. The beanstalk reached up into the clouds. He climbed and climbed until he disappeared into the clouds.

Once at the top, he saw a huge castle and went towards it. Inside the castle Jack found that the furniture was enormous. He heard footsteps and hid away. In came a giant. The giant sat down at the gigantic table and began to eat his breakfast. Then he sat back and began to count his money.

After a while he felt tired and went to sleep. Jack crept out and took some of the large pieces of gold. He ran back to the beanstalk and climbed down. His mother was delighted with the gold and for a long time they had no worries about money.

LO 3.2.3		LO 3.4.8	
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HOW WELL HAVE YOU READ?

1. Who are the characters in the story?

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.....

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.....

2. Why did they have to sell their cow?

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3. Do you think that Jack realised that the castle belonged to a giant before he actually saw him? How do you know?

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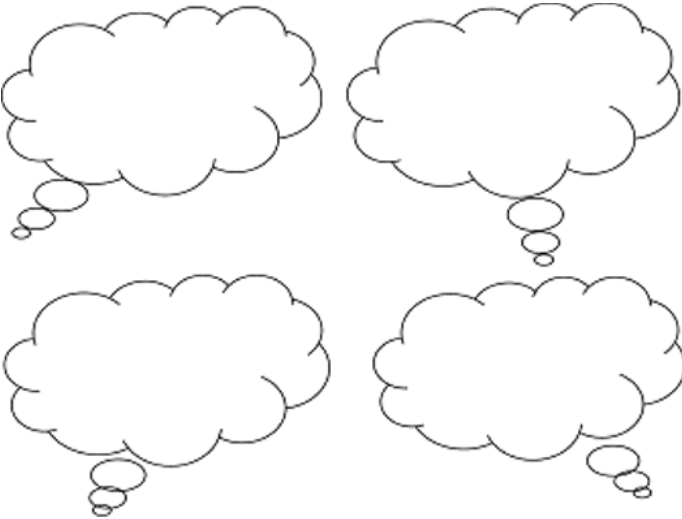
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LO 3.2.3		LO 4.7.1		LO 4.7.2		LO 5.2.2		LO 5.3.2	
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4. Find all the words that mean the same as big. These are called synonyms.
Write them in the clouds.



LO 3.2.3		LO 6.2.3	
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- Draw a picture of the giant eating his breakfast, while tiny Jack hides away.



Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text and:

3.2.3 reads texts at a slightly more complex level;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises an increasing amount of high-frequency sight words;

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.1 uses handwriting tools and implements effectively;

4.7.2 forms letters clearly and easily;

Learning Outcome 5:REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it, e.g. I think;

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.2 offers solutions and alternatives;

Learning Outcome 6:LANGUAGE STRUCTURE AND USE: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner works with words:

6.2.3 identifies some synonyms.

Giants - Phonics (01)

ENGLISH HOME LANGUAGE

Giants

EDUCATOR SECTION

Memorandum

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oor as in door

ar + **e** as in ware

ou and **ow**

Integration of themes

- a Healthy environment

Discuss the reasons why some animals become extinct. How can this be prevented?

- Human rights

Our heritage (buildings, country, customs) need to be preserved. Give reasons why this is necessary.

Introduce the sounds of or and ar. Build a list so that the children can practise sounding at home. Explain the silent 'e' at the end of some words and how it affects the pronunciation.

LEANER SECTION

Content

Phonics

or

- Use these words in the following sentences:

sort, fort, morning, glory, port, sport, torch,
sore, more, wore, tore, core

- 1. I have to out all my socks.
- 2. The ship will sail out of the in the
.....
- 3. I can't see in the dark. I will use a
.....
- 4. This is the coat that I
when I it
yesterday.
- 5. I would like some
apple. I have eaten this one down to the
.....

- Note that some 'oor' words have the 'or' sound too.

door and floor

- But watch out for: poor and moor.

LO 3.3.3		LO 3.4.1	
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Solve these riddles

I rhyme with sport

Soldiers used to live in me

I am a

I rhyme with moor

I mean “not rich”.

I am

I rhyme with core

I feel like this when I am hurt.

I am

I rhyme with floor

I open and shut.

I am a

LO 3.3.3		LO 3.4.1	
----------	--	----------	--

Phonics

ar

- Label the picture correctly:



LO 3.3.3

LO 3.4.1

- Choose the correct word to make these sentences true.

1. This stone is very
hard/bored.....

2. I live far/ for away from here.
.....

3. I set the alorm/alarm clock to wake me.
.....

4. I have a big port/part in our school play.
.....

5. That is the dress I wore/ware yesterday.
.....

- Look at the word "**ware**". When "e" is added to an "**ar**" word, the sound changes .

share, bare, care, fare, hare, mare, rare, stare.

Remember:

I care for my car.

I stare at the star.

LO 3.3.3		LO 3.4.1	
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Jack and the Beanstalk (2)

After quite a while Jack and his mother had used up all their gold.

"What will we do now?" sighed Jack's mother.

Jack decided to climb the beanstalk again. This time he knew the way and as soon as he was in the castle, he hid in a good hiding place.



- Think of a good place and draw Jack hiding there.

LO 3.2.5	
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The giant came into the castle. He had been hunting. He put down his gun and called his maid to bring him something to drink. Then he asked for his goose. He began talking to and stroking the goose. After a while, Jack saw

that the goose had laid an egg. But this egg was no ordinary egg. It was made of gold.

As soon as the giant took his morning nap, Jack crept out and stole the goose. He ran towards the beanstalk and climbed down.

His mother was delighted.

"Now we shall never go hungry because we will always have eggs to eat," she said.

"Not these eggs, Mother!" said Jack. And he showed her the golden eggs.

Jack and his mother settled down very happily for quite a long time.

Questions for discussion:

1. Jack is stealing from the giant. Is this right?
2. Do you think the story should have a happy ending for Jack?
3. How would you end the story?

LO 1.1		LO 3.2.1	
LO 3.2.3		LO 3.3.3	
LO 5.2.2		LO 5.3.4	

Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.2: We know this when the learner makes meaning of written text and:

3.2.1 reads a story on own or with the teacher and: identifies key details (e.g. main characters, sequence of events, setting);

3.2.3 reads texts at a slightly more complex level;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues , and making predictions in order to make sense of the text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.1 recognises vowel sounds spelled with 2 letters (ar,or, ou,ow);

Learning Outcome 5:REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it, e.g. I think;

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.4 uses simple strategies for getting and recording information.

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Giants - The Blue Whale

ENGLISH HOME LANGUAGE

Giants

EDUCATOR SECTION

Memorandum

To the Educator

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

The Grade 2 educator also needs to know which work has been covered in Grade 1 so that she can revise, consolidate and re-teach where necessary, before proceeding to the Grade 2 phonics, writing, reading etc. Make sure the learners understand the written instructions on each page. The learners furthermore need to know where and when to go for help when doing written work e.g. finding out how to spell a word etc.

The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering \pm one and a half modules per term.

Jack and the Beanstalk introduce the learners to the concept of giants, gigantic buildings, animals and whales.

Interesting activities including riddles, class discussions and listening activities are developed around the theme of “Giants”.

- Phonics: Revise or, **ar** and the silent **e** at the end of a word.

oor as in door

ar + **e** as in ware

ou and **ow**

Integration of themes

- a Healthy environment

Discuss the reasons why some animals become extinct. How can this be prevented?

- Human rights

Our heritage (buildings, country, customs) need to be preserved. Give reasons why this is necessary.

Talk about giants. Do or did they exist? Remember that in times gone by people were much shorter, so the giants of folk tales could have been the height of a basket ball player who could be 7ft or more. To the average 5 footer this could be gigantic. There are many giants in nature. Remind children of the dinosaurs and, of course, the largest animal of them all, the Blue Whale. Read the following piece about the Blue Whale.

LEANER SECTION

Content

Listening Skill:

The Blue Whale

The Blue Whale is the largest animal that ever lived. It is bigger than any dinosaur. It grows up to 30 metres long and can weigh over 135 tons. That is more than a hundred cars. It has a speckled blue-grey and white skin, quite small thin flippers and a large strong tail.

The blue whale eats krill. This is a small animal like a shrimp. Thousands of them live and swim around together in groups. The whale swims through these masses of krill and takes in tons of water and food. Then it squirts the water back out through the baleen which act like a sieve keeping the food in the whale's mouth and letting the water pass through.

Blue whales live in all the oceans. They feed in waters near the north and south poles. They travel in groups called pods. Whales migrate to warmer waters to breed. They make loud low moans that can travel great distances through the water. That is their way of communicating with one another.

Whales are mammals. The baby whale will grow inside its mother. When it is born it is 2 metres long and grows quickly. It will drink milk from its mother and swim close to her side.

Because whales are mammals and not fish, they breathe with lungs and not gills. The whale will take two or three deep breaths before diving under the water. When it comes to the surface, it breathes out just like you would. But when the whale breathes out, it blows the air out through its blowhole at the top of its head.

Blue whales were hunted and killed by people for their meat and the oil, which they can make from whales. So many were killed that the blue whale nearly became extinct. Many countries banned the hunters and now the blue whale is safe.

- Let the learners answer these questions about the text. They will choose the correct answer from one of three.

1. The blue whale is (a) bigger than some dinosaurs, (b) bigger than all dinosaurs or (c) smaller than dinosaurs.

2. Blue whales eat (a) shrimps (b) animals like shrimps (c) krill.

3. A group of whales is called a (a) pod (b) group (c) flock.

4. Whales breathe using (a) gills (b) lungs (c) a blowhole.

5. Blue whales nearly became extinct because (a) people love them (b) people hunted and killed them (c) the water is very cold in the North Pole.

- Listen to the story of the Blue Whale. Then choose the correct answer when your teacher reads the questions to you.
- Underline the correct answer.
- Try to draw a picture of a blue whale

1. The blue whale is

a) bigger than some dinosaurs,

b) all the dinosaurs or

c) dinosaurs were bigger than the blue whale.

2. Blue whales eat

a) shrimps

b) animals like shrimps

c) krill

3. A group of whales is called a

a) pod

b) group

c) flock

4. Whales breathe using

a) gills

b) lungs

c) a blowhole

5. Blue whales nearly became extinct because

a) people love them

b) people hunted and killed them

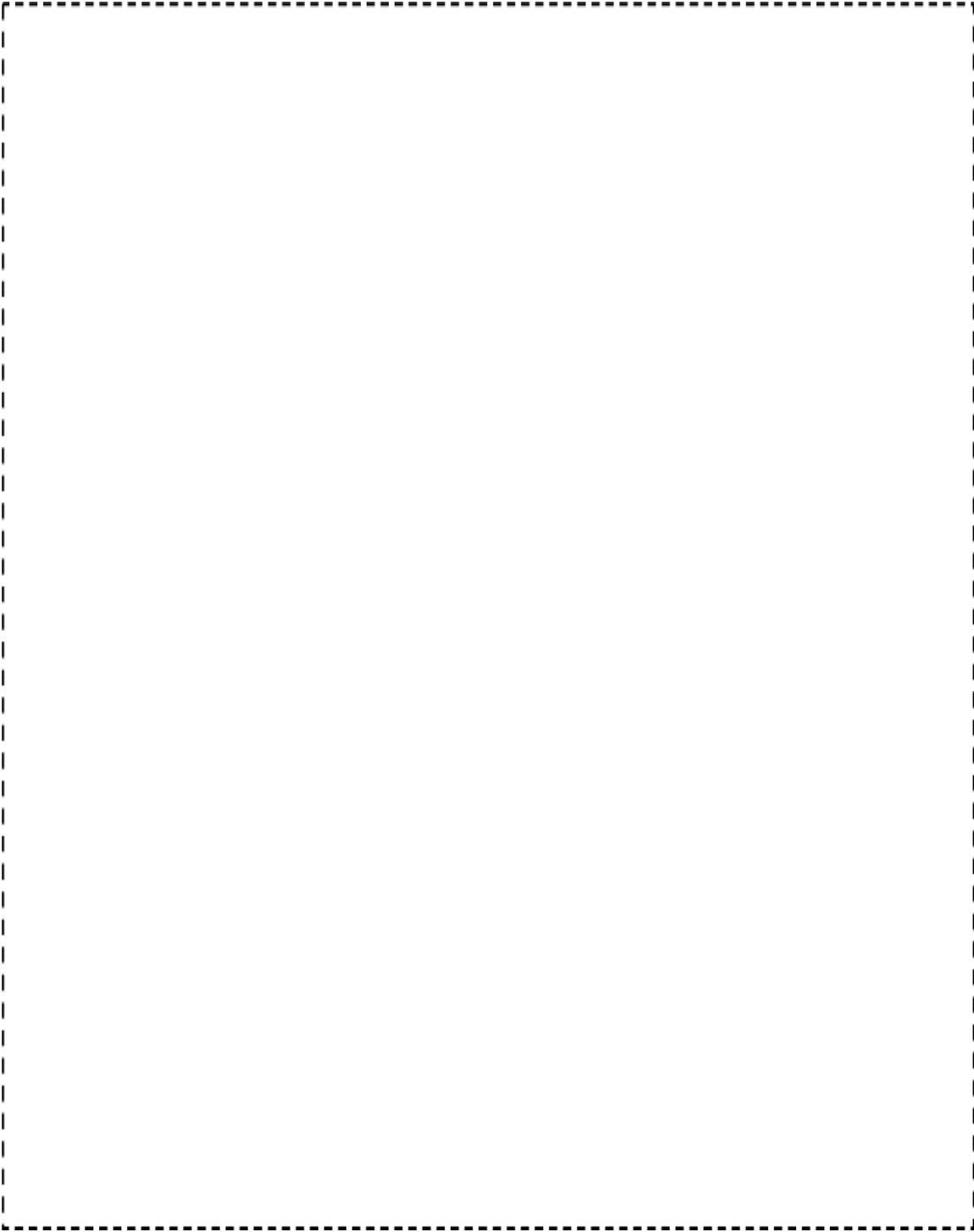
c) the water is very cold in the north pole

LO 1.1		LO 1.2		LO 1.3.5	
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- Do you think we should care if the blue whale became extinct?
Discuss this with your class.

LO 1.3.6		LO 1.3.7	
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- Draw your picture of a blue whale here.



Jack and the Beanstalk (3)

Jack and his mother had all that they could wish for. But Jack kept thinking of the giant's castle and all his riches. He also thought of the harp he had seen in the corner of the room. Now that he didn't have to work so hard, Jack thought he would like to play and listen to music.

Jack's mother begged him not to go.

"I have never told you before, but your father was killed by a giant. Maybe this is the same one. He will want to kill you too," she said.

"He doesn't even see me, Mother, " answered Jack.

"You were just lucky. Don't go back again."

But Jack refused to listen. He set off up the beanstalk and headed for the castle. The giant was dozing in his chair while the harp played by itself. It was a magic harp! Jack crept closer and grabbed the harp. He began to run to the door. But the harp cried out

"Master, master, save me!"

The giant leapt to his feet. Half asleep, he stumbled about before charging after Jack. Jack was nearly at the beanstalk. He called out to his mother to fetch the axe. When he came sliding down, the giant was just about to follow him. Jack took the axe and chopped down the beanstalk. The giant and the beanstalk fell down with a crash. The giant was dead.

Jack and his mother lived happily ever after.

LO 3.4.8	
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- Make your own ending:
- Pretend that the giant reached the ground and caught Jack.

1. What would Jack say?

2. What would the giant say?

3. What would Jack's mother say?

- In groups of three, work out what each one would say and act it out for the class.

LO 2.4.4		LO 3.3.3		LO 5.2.2	
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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions;

Assessment Standard 1.2: We know this when the learner demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak; asking questions for clarification and commenting on what has been heard, if appropriate;

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts, and shows understanding:

1.3.5 answers questions about the oral text;

1.3.6 expresses feelings about the oral text, giving reasons;

1.3.7 works out cause and effect in the oral text.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.4: We know this when the learner contributes to class and group discussions:

2.4.4 shows sensitivity to the rights and feelings of others;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words in longer texts:

3.3.3 uses phonic and other word recognition and comprehension skills such as phonics, context clues , and making predictions in order to make sense of the text;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises an increasing amount of high-frequency sight words;

Learning Outcome 5:REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it, e.g. I think.

Giants - Phonics (02)

ENGLISH HOME LANGUAGE

Giants

EDUCATOR SECTION

Memorandum

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Jack and the Beanstalk introduce the learners to the concept of giants, gigantic buildings, animals and whales.

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- Phonics: Revise or, **ar** and the silent **e** at the end of a word.

oor as in door

ar + **e** as in ware

ou and **ow**

Integration of themes

- a Healthy environment

Discuss the reasons why some animals become extinct. How can this be prevented?

- Human rights

Our heritage (buildings, country, customs) need to be preserved. Give reasons why this is necessary.

In many tales the giants are the bad guys. Discuss this with the children. This also happens to others who are perceived as different. It is almost as if different equals bad. Fortunately there are some stories where the giant changes and becomes good - The Selfish Giant (Oscar Wilde) or The BFG (Roald Dahl). You could read these stories to the children.

Discuss how the giant might feel - always being the bad guy and everyone expecting him/ her to be bad.

As part of a language exercise, the children can prepare an interview with a giant. They must write down the questions they would ask the giant to see how he/she feels about always being the 'bad guy'. Go through the question words they can use, e.g.

What is your name?

Where do you live?

When did you grow so tall? Or when did you find out that you had grown into a giant?

Why are people scared of you?

How do you feel about that?

Which things hurt you the most? (And so on)

LO 2.6

Emphasise the capital letter to start the question and the question mark at the end. The children can write their questions out on folio.

LO 4.6.2 LO 4.6.3

LEANER SECTION

Content

Phonics

ou and ow

- Read out these words: round, sound, out, our, hour, about, joust, mouse, house, bow, cow, owl, howl, meow, now, prowl, towel, flower, tower.
- Think of any other words with these sounds.
- Find the rhyming pairs and write them underneath. For example, how and cow.
- How many can you find?

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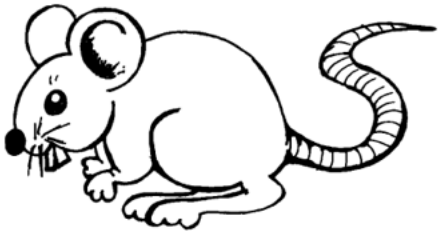
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LO 3.4.1		LO 5.2.2	
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- Label these pictures:



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Gigantic buildings

Most people live in houses, but Jack's giant lived in a castle. In the olden days kings, princes or important lords lived in castles. They were the biggest buildings that the people knew.



The Egyptians built many huge buildings. They were tombs called pyramids. They also built huge statues. The most famous one is the Sphinx.



Nowadays there are many tall buildings. They are called skyscrapers, because it seems as if they touch the sky. One of the most famous is the Empire State building in New York. Its spire made it the tallest building in the world.



- Find out:

1. What do you think is the most amazing object/animal because of its size?

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2. Find out more about your object

Where is it found?

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3. Describe it and give its measurements.

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LO 5.2.2		LO 5.3.2	
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- Interesting facts:

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- Picture:



LO 4.7.1		LO 4.7.2	
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Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.1 recognises vowel sounds spelled with 2 letters (ar,or, ou,ow);

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.1 uses handwriting tools and implements effectively;

4.7.2 forms letters clearly and easily;

Learning Outcome 5:REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it, e.g. I think;

Assessment Standard 5.3: We know this when the learner uses language to investigate and explore:

5.3.2 offers solutions and alternatives.

Giants - Giants around us

ENGLISH HOME LANGUAGE

Giants

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oor as in door

ar + **e** as in ware

ou and **ow**

Integration of themes

- a Healthy environment

Discuss the reasons why some animals become extinct. How can this be prevented?

- Human rights

Our heritage (buildings, country, customs) need to be preserved. Give reasons why this is necessary.

Encourage the children to research something that is renowned for its size, e.g. the biggest mountain, building, animal or person. If there are no books available in the school library, let them look at home and begin to collate material with the help of their parents. Those who wish can also make a model of the object or animal.

In the class make a graph to show the height or length of the different animals so that the children can compare their sizes.

Read the following poem together and discuss the questions. Allow the children to express their feelings and help them to find the right words to say what they mean.

LEANER SECTION

Content

Giants around us

Did you hear the skies rumble? Did you hear the skies roar?

That was the sound of a powerful snore.

Did you feel the earth tremble? Did you feel the earth shake?

Don't panic I'm warning you, but giants are awake.

Have you heard the wind whoosh fiercely and blow the houses down?

Only a vast gigantic sneeze could do that in a town.

Oh, some people may tell you that thunder is about

Or that an earth tremor is starting and shaking us all about.

But let me tell you clearly, and of this there is no doubt

That all those signs together mean that giants are about!

Read the poem about the giants.

- Could it be true? Have you heard the weather making noises like that?
- What does the wind sound like?
- What does thunder or rain sound like?
- What do you imagine that the different noises could be? Write them here?

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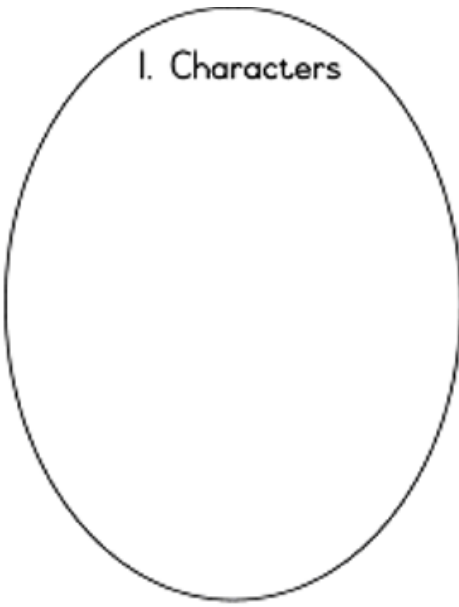
LO 4.7.1		LO 4.7.2	
LO 5.2.2		LO 5.3.2	

We usually read stories of giants in fairy tales or folk tales. These stories are often very old and have been told time and time again.

- Write a fairy tale that you know or make up your own. Remember, all things are possible in a fairy tale!

Plan your story:

1. Characters



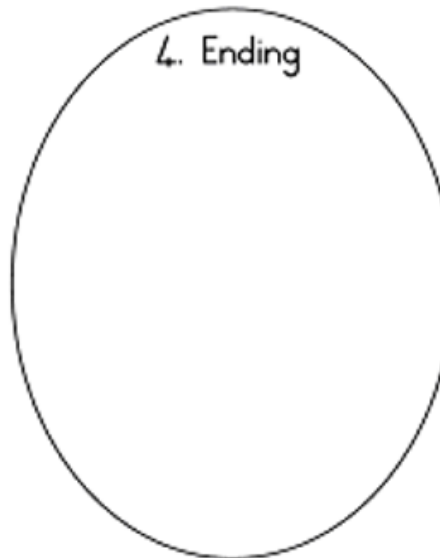
2. Where does it take place?



3. What happens?



4. Ending



- Check your spelling. Now write out your story.

LO 4.6.4		LO 4.7.1		LO 4.7.2	
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Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

Assessment Standard 1.1: We know this when the learner listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions;

Assessment Standard 1.3: We know this when the learner listens with enjoyment to stories, poems, songs and other oral texts, and shows understanding:

1.3.7 works out cause and effect in the oral text.

Learning Outcome 4:WRITING: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.2: We know this when the learner writes for different purposes;

4.2.1 writes drafts and short texts for various purposes;

Assessment Standard 4.6: We know this when the learner writes so that others can understand, using appropriate grammatical structures and writing conventions:

4.6.4 uses some narrative devices (e.g. once upon a time);

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.1 uses handwriting tools and implements effectively;

4.7.2 forms letters clearly and easily;

Learning Outcome 5:REASONING: The learner is able to use language to think and reason, and access, process and use information).

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.2 uses higher order thinking and the language associated with it, e.g. I think;

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5.3.2 offers solutions and alternatives.